Schools on the Move
Lighthouse Program

Les écoles en action
programme phare

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Lighthouse Program

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programme phare

2009

reach every student
appuyer chaque élève

Ontario

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Foreword

Michael Fullan
Special Advisor to the Premier of Ontario

Ontario has one of the most explicit whole-system reform strategies in the world. Its focus is on a core set of goals that are relentlessly pursued: raising achievement in literacy and numeracy, increasing high school graduation rates, reducing the gap between high and low performers and increasing public confidence in the publicly funded education system. Ontario strategies include the following:

- a strong and continuing commitment to building capacity of individuals, schools and districts in terms of the knowledge, skills and competencies essential for success
- the use of increasingly targeted data on student learning
- a non-punitive intervention strategy
- the pursuit and spread of effective practices

The watchwords of this reform strategy are *measurable results, precision and specificity* when it comes to *effective practice, leadership at all levels* and *transparent accountability*.

One of the key strategies in the Ontario reform involves learning from implementation during implementation. The idea is that there always will be some schools and districts that make greater headway in overcoming difficult problems, and that one of the best ways to move forward is to learn from these examples. The notion is not "why can't you be more like your brother?" but rather "this is very hard work. Some people are figuring it out. What can we learn from them?"

Schools on the Move is one such strategy. It consists of the Literacy and Numeracy Secretariat partnering with the field – in this case with Ontario's 4,000 plus elementary schools and their 72 districts – to identify those schools that have improved in reading, writing and math over at least a three-year period. Schools are eligible only if they also have a describable strategy – that is, if they can articulate the strategies they used and how they implemented them. Now in its fourth year, Schools on the Move has 142 schools. These schools are provided resources to help other interested schools, and are given help from the Secretariat on how to disseminate what they have learned.

Each School on the Move is profiled in a two-page summary that highlights demographic characteristics, results and the essence of the strategy used.

The Schools on the Move report is publicly available to all schools and districts in the province at http://www.edu.gov.on.ca/eng/literacynumeracy/schoolMove.html

Schools on the Move is a prime example of what I have called "lateral capacity building," a professional learning strategy that has several positive features: (1) it recognizes that the best knowledge is already out there; (2) it celebrates success; (3) it enables the best knowledge to flow throughout the system; and (4) it increases the identity of all in the system as belonging to the system as a whole primarily by strengthening peer solidarity across regions and by connecting people to the bigger picture of improving Ontario's publicly funded education system.

Schools on the Move is positioned as one of several synergistic strategies that create a cohesive, integrated approach to whole-system reform. It is part and parcel of identifying achievement targets, developing implementation strategies and conducting school effectiveness reviews. Ontario has not only put in place capacity-building interventions to support all Ontario schools but it has also given particular attention to lower-performing schools through a program called the Ontario Focused Intervention Program (OFIP) that works with some 1,000 schools.

Schools on the Move do not merely disseminate their knowledge; they also learn from other schools as they consider what these other schools are facing. The whole atmosphere is one of collaboration, learning, challenging each other, maintaining an open door policy with respect to parents and the community and focusing on reaching every child.

Schools on the Move can be found in every part of the province. Congratulations to these remarkable schools for their extraordinary accomplishments, and to the myriad other schools committed to learning from them as they develop their own schools to become recognized in the future. In a very real sense this effort represents a "system on the move."

Préface

Michael Fullan
Conseiller spécial du premier ministre de l'Ontario

Les stratégies de la réforme globale de l'éducation de l'Ontario sont parmi les plus explicites qui soient. Elles reposent sur un ensemble d'objectifs fondamentaux qui sont poursuivis sans relâche : l'amélioration du rendement en littératie et en numératie, l'augmentation du taux d'obtention de diplôme, la réduction des écarts entre les élèves obtenant des résultats élevés et ceux dont les résultats sont faibles et l'accroissement de la confiance du public dans le système d'éducation public.

Les stratégies ontariennes reposent sur :

- un engagement solide et soutenu à accroître la capacité liée aux connaissances, compétences et habiletés des personnes, des écoles et des conseils scolaires est essentiel à la réussite;
- l'utilisation de données de plus en plus précises sur l'apprentissage des élèves;
- une intervention stratégique non punitive;
- le développement et la mise en œuvre de pratiques efficaces.

Les mots clés de cette réforme stratégique sont *résultats mesurables, précision et spécificité* en ce qui a trait aux *pratiques efficaces*, au *leadership à tous les niveaux* et à la *transparence des processus de responsabilisation*.

Une des stratégies clés de la réforme ontarienne inclut l'apprentissage découlant du processus de mise en œuvre. Le fait est que certaines écoles et certains conseils scolaires sont plus aptes à faire face à des problèmes difficiles, et qu'une des meilleures façons de progresser est de tirer parti de ces exemples. Il ne s'agit pas de se demander « Pourquoi ne pas faire de même? », mais plutôt « Il s'agit là d'un travail très difficile et certains d'entre nous semblent s'en sortir, quelles leçons pouvons-nous tirer de leur exemple? ».

Les écoles en action est une de ces stratégies. Elle repose sur un partenariat entre le Secrétariat de la littératie et de la numératie et les intervenants du domaine de l'éducation – c'est-à-dire plus de 4 000 écoles élémentaires et quelques 72 conseils scolaires en Ontario – visant à identifier les écoles qui ont amélioré leurs résultats en lecture, en écriture et en mathématiques au cours des trois dernières années. Pour être éligibles, ces écoles doivent aussi avoir des stratégies pouvant être décrites – c'est-à-dire qu'elles peuvent expliquer les stratégies qu'elles ont adoptées et la façon dont elles les mettent en œuvre. Les écoles en action, qui en sont à leur 4e année, comptent maintenant 142 écoles. Des ressources sont fournies à ces écoles pour leur permettre d'appuyer d'autres écoles intéressées à l'initiative et le Secrétariat les aide également à diffuser ce qu'elles ont appris.

Chaque profil d'école en action est présenté dans un sommaire de deux pages soulignant les caractéristiques démographiques, les résultats et les principes de la stratégie utilisée.

Toutes les écoles et conseils scolaires de la province peuvent accéder au rapport sur Les écoles en action à http://www.edu.gov.on.ca/fre/literacynumeracy/schoolMove.html.

L'initiative les écoles en action est un parfait exemple de ce que j'appelle un « accroissement latéral de la capacité »; c'est une stratégie d'apprentissage professionnel qui s'appuie sur plusieurs éléments positifs parce qu'elle : 1) souligne que l'on dispose déjà de la meilleure expertise; 2) vise à célébrer les réussites; 3) permet de diffuser les meilleures connaissances à l'ensemble du système; et 4) accentue chez les intervenants du système un sentiment d'appartenance en renforçant la solidarité entre pairs de différentes régions et les aide à se situer dans le contexte plus général de l'amélioration du système d'éducation public de l'Ontario.

La stratégie les écoles en action est une des stratégies synergiques permettant d'entreprendre une réforme globale au moyen d'une approche cohésive intégrée. Elle fait partie intégrante des processus liés à la formulation de cibles de rendement, au développement des stratégies de mise en œuvre et au processus d'examen de l'efficacité des écoles. L'Ontario a non seulement mis en œuvre des interventions pour accroître la capacité et soutenir les écoles de la province, mais il a aussi accordé une attention particulière aux écoles affichant un faible rendement en mettant sur pied le Partenariat d'interventions ciblées de l'Ontario (PICO) afin d'appuyer quelques 1 000 écoles.

En plus de partager les connaissances qu'elles ont acquises, les écoles en action apprennent également des autres écoles en examinant les circonstances auxquelles ces dernières sont confrontées. Il règne entre les écoles un esprit de collaboration propice à l'apprentissage; elles se lancent des défis en vue de s'améliorer; maintiennent une politique de « portes ouvertes » à l'égard des parents et de la communauté et cherchent à appuyer chaque élève.

On retrouve des écoles en action dans toutes les régions de la province. Nous félicitons ces écoles remarquables pour leur travail extraordinaire ainsi que les nombreuses autres écoles résolues à tirer profit de cet apprentissage alors qu'elles continuent de développer leur école afin qu'elles aussi puissent, un jour, être reconnues. En termes concrets, cet effort illustre parfaitement un « système en action ».

A Message from the Literacy and Numeracy Secretariat

Mary Jean Gallagher
Chief Student Achievement Officer of Ontario and
Assistant Deputy Minister, Student Achievement Division, Ministry of Education

Ontario launched Schools on the Move in the spring of 2006 both to celebrate schools that were making progress in improved student achievement and to share their stories with schools across the province. There are now 142 schools in the network, with 35 joining in the spring of 2009. The newest Schools on the Move are profiled in this book; all of them are listed – with ways to get in touch – in the green pages at the back.

Schools on the Move 2009 share what researchers and practitioners refer to as "challenging circumstances." These circumstances are associated with:

- communities struggling with poverty
- high levels of student mobility and family turbulence
- high percentages of ELL students
- high percentages of parents without college/university education

Often schools in challenging circumstances report student achievement scores that are lower than provincial and/or national averages, but not always. Some enjoy great success with student learning and achievement. And, as a result, they receive attention from researchers interested in identifying precisely what the school, teachers and principals do to build effective environments for learning.

The international research literature on effective schools in challenging circumstances (e.g., Flintham, 2005; Macbeath et al., 2005; Reynolds et al., 2001) highlights some common themes:

- setting a culture of high expectations for all students
- embedding a sense of purpose and challenge within the ethos of the school
- using student data to inform classroom and school actions
- building school leadership that is both inclusive and distributive
- sustaining partnerships within the community that support parental involvement in school programs

Recent Ontario research also highlights the importance of focusing, at the school level, on how issues of poverty may be impacting on students and the school community (Flessa et al., 2009). This research stresses the importance of addressing individual context and needs rather than turning to "off-the-shelf," generic strategies – an approach that requires patience, time and lots and lots of collaboration.

All of these research themes are evident in the profiles that follow. Schools on the Move 2009 certainly recognize there is no panacea for the complex and multi-faceted issues that they face. They place a high priority on working together to help children experience success. And all will welcome contact to problem-solve on behalf of children and to improve life chances for all.

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Schools on the Move Criteria for Selection

- improvement in provincial assessment (EQAO) scores in reading, writing and mathematics in both Grades 3 and/or 6 over a three-year period
- use of evidence-informed strategies in classrooms across the school
- ability of staff to articulate the instructional strategies used and provide evidence of growth in student learning and achievement

Un message du Secrétariat de la littératie et de la numératie

Mary Jean Gallagher
Directrice générale du rendement des élèves de l'Ontario et
sous-ministre adjointe, Division du rendement des élèves, ministère de l'Éducation

Au printemps 2006, l'Ontario a lancé l'initiative Les écoles en action afin de célébrer les écoles qui avaient réussi à améliorer le rendement des élèves et de partager leur cheminement avec les écoles de la province. Avec trente-cinq nouvelles écoles qui se sont jointes au printemps 2009, ce réseau compte maintenant 142 écoles. Les profils des plus récents membres des écoles en action sont présentés dans cette publication; les coordonnées de chaque école figurent aux pages vertes à la fin du livret.

Les chercheurs et les intervenants du domaine de l'éducation observent que les écoles en action 2009 partagent une même caractéristique : elles sont confrontées à des « circonstances difficiles ». Ces circonstances sont associées à :

- des communautés aux prises avec la pauvreté;
- des niveaux élevés de mobilité des élèves et à l'instabilité familiale;
- un pourcentage élevé d'élèves ALF ou de nouveaux arrivants;
- un pourcentage élevé de parents n'ayant pas fait d'études collégiales ou universitaires.

Les écoles faisant face à des circonstances difficiles affichent souvent, mais pas toujours, des résultats inférieurs aux normes provinciales ou nationales. Certaines d'entre elles réussissent très bien à améliorer l'apprentissage et le rendement des élèves. Leur réussite attire l'attention des chercheurs intéressés à identifier les mesures que les écoles, les enseignants et les directions d'école prennent pour créer des milieux propices à l'apprentissage.

Les résultats de la recherche internationale sur l'efficacité des écoles confrontées à des circonstances difficiles (p. ex., Flintham, 2005; Macbeath et al., 2005; Reynolds et al., 2001) révèlent certains thèmes communs :

- établir une culture scolaire fondée sur des attentes élevées pour tous les élèves;
- intégrer aux principes d'éthique de l'école les notions d'appartenance et de compétence face aux défis;
- orienter les interventions dans la salle de classe et à l'école à partir des données des élèves;
- accroitre le leadership inclusif et participatif de l'école;
- maintenir des partenariats au sein de la communauté qui favorisent la participation des parents dans les programmes de l'école.

Un projet de recherche récemment réalisé en Ontario illustre également l'importance d'examiner, à l'échelon de l'école, l'incidence de la pauvreté sur les élèves et la communauté scolaire (Flessa et al., 2009). Cette recherche souligne l'importance de considérer les contextes et les besoins particuliers plutôt que de souscrire à des stratégies génériques – une approche requérant de la patience, du temps et beaucoup de collaboration.

Tous ces thèmes que la recherche relève sont évidents dans les présents profils. Les écoles en action 2009 savent qu'il n'existe pas de solution universelle pour surmonter des défis complexes et à multiples facettes auxquels elles sont confrontées. Elles mettent l'accent sur le travail de collaboration pour soutenir la réussite des élèves. Ces écoles invitent les personnes intéressées à communiquer avec elles afin de trouver des solutions qui permettront d'améliorer les perspectives d'avenir de tous les élèves.

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Amélioration des résultats des élèves de 3e et/ou de 6e année en lecture, en écriture et en mathématiques au cours des trois dernières années aux évaluations provinciales (OQRE).

Mise en œuvre dans les salles de classe et l'école de stratégies basées sur des preuves.

Habiletés du personnel à formuler les stratégies pédagogiques appliquées et à donner des preuves de l'amélioration de l'apprentissage et du rendement des élèves.

Agincourt Road Public School

Ottawa-Carleton District School Board

Ottawa, Ontario

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Some Snapshots

Students ...

- are very active in EcoKids and weekly composting club
- participate in Young Authors Days to share their writing with others
- act as lunch monitors, playground PALS, Kindergarten helpers and "bookbugs"

Parents ...

- access the School Council volunteer database to find out how to support their children and their school community
- devote many hours to provide additional attention and encouragement to students experiencing difficulties
- take part in family evenings (e.g., "How to Better Understand the Report Card," "How to Assist Your Child to Learn French When You Can't Speak French Yourself" and the very popular "Math Mission Night")

About the school ...

Agincourt is a dual-track school in Ottawa's west end, a mature residential neighbourhood that is home to many new Canadian families. This Kindergarten to Grade 5 school reflects the diversity of the neighbourhood it serves, enrolling about 500 students who represent about 25 different languages and cultures. The majority of these students are in the French Immersion stream.

Agincourt engages constantly with the world outside the school to enhance and strengthen its program. The Ottawa Centre for Research and Innovation (OCRI) provides Volunteers in Education tutors and IBM Canada gives staff time off during the day to come and read to students. The University of Ottawa provides both a monitrice de la langue française and a classroom tutor. The Ottawa Citizen provides anti-bullying resources while Ottawa's Healthy Schools Program offers students hot lunches and a milk program. "Dance Umbrella" and "Artists in Residence" support the school's art program. These partnerships and others like them help students expand their interests, deepen their understanding, practise their skills in authentic situations and build confidence as citizens and learners.

Ongoing improvement ...

Results on the 2007-08 EQAO assessments show excellent improvement in all Grade 3 assessments since 2005-06. The Grade 3 reading and writing results both increased by 15 percentage points, while mathematics results increased by 25 percentage points. These results were significantly above the board and provincial results and accomplished while facing educationally challenging circumstances.

Success after struggle ...

The journey at Agincourt began with the shift to shared responsibility and collaborative practice. For example, an inventory of student and teacher materials indicated that there had been much duplication in some areas and a complete lack of resources in others. Staff decided to transform their frustration into action, cataloguing materials and organizing them in resource rooms. Access to this catalogue is now available to teachers on the school's internal server. Professional learning was also identified as a need and plans were established to identify individuals in the system that could assist in providing support. While these steps caused some discomfort, staff members were

encouraged by the determination and support of the administration. Recognizing the value of their actions, staff and administration have continued to move forward, to reflect, to engage in dialogue, to take risks, to share their expertise and to monitor the impact on student learning.

As staff learned more about each other's strengths and expertise, the conversation about student learning at the school deepened, generating more opportunities to learn from and with each other. Staff began to see and to respect each other as mentors and take advantage of the opportunity to tap collective expertise. Leadership from within the school team continues to enrich, sustain and direct the professional learning community. A monthly article in the school newsletter, "Teachers Are Life-Long Learners," highlights and celebrates with parents and students the accomplishments and successes of the staff.

Teaching, learning and leading ...

Building an inclusive environment. Diversity is highly valued by the whole school community. Special events and sharing activities are occasions to develop understanding for other cultures and traditions. Respecting one another's ethnic origin and culture is a point of pride among students, staff and parents.

Celebrating student progress. Plans are initiated for students experiencing difficulty and advances in their learning are celebrated as they move forward. In the school's welcoming, supportive environment, children are encouraged daily to "do their best" and are given skills to self-assess and take responsibility for their work.

Monitoring student learning. Teachers at Agincourt use data walls to track student progress in reading. Common assessments at the Primary level (GB+, PM Benchmarks) and Junior level (CASI, Evaluation Rapide) are used to inform teaching practice, identify learning gaps and target those students or groups requiring further attention and support. Interventions are implemented immediately and may include booster groups and individual assistance with trained volunteers. Weekly in-school team meetings are held to monitor student progress and consider further actions.

Restructuring the classroom for success. The school established uninterrupted blocks of time for instruction and timetabled in-class resource support during those blocks for the core subjects. Classroom teachers, learning support teachers, educational assistants, Tutors in the Classroom, high school co-op students and volunteers all work together to ensure the success of each student during the core instruction.

Providing quality resources. Resource rooms provide quick and easy access to student materials and professional resources that support effective instruction. Currently, there is an emphasis on establishing levelled classroom libraries that will enhance both home reading and the classroom program. In addition to the math resource room, every classroom has its own set of math manipulatives.

"The extra help now is in the classroom and that's been absolutely huge and it is important that it is happening now in French Immersion too, supporting children instead of just moving them out." *Parent*

"It was important for all of us to sit down together and have someone there to support the moderated marking." *Teacher*

"My philosophy is that school has to be an inviting place where parents, children and teachers want to be." *Principal*

Moving into the future

- learn more about the use of common graphic organizers
- work on teacher moderation, developing exemplars and the use of the electronic data wall
- investigate strategies to improve students' use of writing conventions
- acquire more strategies to integrate character development
- develop additional expertise in the arts curriculum

Allan A. Greenleaf School

Hamilton-Wentworth District School Board
Waterdown, Ontario

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Some Snapshots

Students ...

- are keenly involved in their own assessments
- are active participants in both the student and school council
- support and organize key events for the school, for the community and with other schools to raise funds for global issues

Parents ...

- devote a portion of school council meetings to discussing expectations in the Ontario curriculum
- celebrate the increase in achievement scores and support school improvement initiatives
- enjoy Literacy and Numeracy Evenings where they learn more about how their children are taught and pick up practical ideas to support their children's learning at home

About the school ...

Allan A. Greenleaf is a Junior Kindergarten to Grade 8 school in Waterdown, a rapidly growing community just north of the heavily industrialized port city of Hamilton. The school's setting is at once urban and rural, bordering on the fields of the original town. Just over 700 students attend, with the school welcoming Grades 7 and 8 students from other schools in the vicinity.

At the heart of the Geenleaf school community is an active commitment to student potential – all students need to be successful, all students can learn and all students should be engaged in their learning. Equally high on the school agenda is citizenship and character development. From involving students in recycling and monitoring the school's environmental footprint to engaging them in their own assessments, Greenleaf is all about supporting students in becoming responsible citizens.

Ongoing improvement ...

Strategies employed to improve achievement are confirmed by results on the 2007-08 EQAO assessments that showed significant increases over the last three years. Grade 3 assessment results increased by at least 21 percentage points in all three assessments. Between 74 and 76 per cent of the students achieved at or above the provincial standard. Grade 6 assessment results increased by at least 32 percentage points in all three assessments. All are above the provincial target of 75 per cent of students achieving the provincial standard.

Success after struggle ...

All partners at Greenleaf attribute their continuing improvement to the development of a culture of collaboration. They describe a series of steps that began with data-informed discussions on how together they could make a difference for their students. This conversation demanded greater openness and required that individuals take risks and be willing to look to each other for assistance and support. Staff appreciated the time to work together and honoured that time by listening, learning, sharing and focusing on the task at hand. As collaboration increased, so did the commitment to teamwork. The resulting environment of mutual respect and risk taking supported even deeper "real" conversations, facilitated the "trickling up" of leadership, fuelling progress in such areas as integrated instruction and teacher moderation. As one teacher said, "We are accountable and that means we need to be able to explain what we do and why we do it."

Teaching, learning and leading ...

Holistic approach. Staff members are committed to teaching the whole child, to attending to both academic and social development. All undertake training to empower students to create a culture of character within the school as well as to ensure that the school is a safe place where a child's moral growth can flourish. The school embraces the importance of reflective practice, with staff and students alike looking carefully at what they are learning, and why, and how to take the necessary steps to close the gaps.

Increased comprehension skills. Improving students' ability to infer meaning from text is a school-wide focus, tackled through a range of approaches. Precise instruction, practice and application are evident both in student responses and in the student writing that is displayed in classrooms and in hallways. There is a strong commitment to providing consistent and continuous instruction across the grade levels with thoughtful planning for the increasing sophistication of each strategy from JK to 8.

Collaborative inquiry in mathematics. Greenleaf has embraced the board's professional learning focus on teaching mathematics through collaborative inquiry and lesson study. Primary, junior and senior teachers are working with each other and other schools to look at how to help students meet the mathematics curriculum expectations. With a young and changing staff, the school also utilizes a mentoring approach to further support learning.

Assessment for learning. Staff feel it is their responsibility to be able to answer the question "How is this working for our students?" They work hard to make connections between assessment and student demonstrations of understanding, curriculum expectations and instructional strategies. They give feedback to students throughout the learning process, ensuring that it is specific, constructive and effective. Teachers deliberately use assessment information to determine how best to engage students and to respond to individual student needs.

Leadership. The principal and vice principal work as a team on all aspects of school leadership and administration. Teachers meet both formally and informally to learn and plan by grade, by division and across the school. Students engage in group work that instigates and extends learning. In academic, extracurricular and school events

the staff, students and parents take advantage opportunities to participate together and support each other. Greenleaf is creating a culture of shared leadership by supporting staff in a range of activities, such as planning Learning Community Days, participating in Directions Meetings and completing Leadership Qualifications. Staff members feel they benefit from the opportunity both to offer leadership and to accept leadership in varying circumstances and at various times. They believe that supporting shared leadership in this way will result in the sustainability of their collective good work.

"They're working end to end in this school, building from year to year on skills and strategies with increasing sophistication. It reduces stress for our kids. It builds confidence." *Parent*

"We understand the big picture. It's the teaching in the middle between diagnostic and summative that makes the difference." *Teacher*

"We continuously fuel each other's learning." *Teacher*

"We maximize the levels of expertise. We count on each other for support." *Teacher*

"We work hard on student engagement, to provide opportunities and incentives." *Teacher*

"We always seem to have something special going on." *Secretary*

Moving into the future

- learn more about best practices for mathematics and literacy instruction
- further integrate technology in the classroom to support differentiated instruction
- develop supports and strategies to improve learning for students who are struggling
- develop strategies to support the cycle of instruction, assessment and feedback, building in more opportunities for teacher moderation

Archbishop O'Sullivan Catholic School

Algonquin and Lakeshore Catholic District School Board

Kingston, Ontario

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Some Snapshots

Students ...

- know that they can depend on all staff members
- explain their thinking and make links to their lives
- work as student secretaries, morning announcers, recyclers, peer helpers and reading buddies
- take leadership roles as classroom buddies

Parents ...

- are encouraged to come together to form relationships and directly support the learning and achievement of students
- enjoy regular newsletters sent by teachers with tips on how to support literacy and numeracy at home
- contribute as fundraisers (monthly bingos) and volunteers

About the school ...

Archbishop O'Sullivan is a Junior Kindergarten to Grade 8 school in the west end of Kingston, a city rich in Canadian military and cultural history sitting on the Rideau Canal in the St. Lawrence Seaway. The school serves a population of approximately 290 students, many from the local middle-class neighbourhood.

The philosophy of inclusiveness lies at the heart of this family-first school. Home to the board's Student Support Centre program (Grades 5-8), staff and students alike ensure that these students feel welcomed and accepted. They not only are fully integrated into classrooms but they also take part in every aspect of school life, from field trips to sports teams to leadership opportunities. Staff members believe that each student has gifts and talents, whether academic, spiritual or athletic, and they work hard to bring out each student's best. Everyone takes responsibility for the students in the school so that each child feels safe and secure and develops the confidence needed to learn, take risks and experience success. In the words of the principal, "We make school the most stable environment we can in order to provide our students with what they need to learn."

Ongoing improvement ...

There has been steady improvement in the Grade 6 EQAO assessment results since 2004-05. In reading and writing, the results are above the provincial target. The Grade 3 assessment results have also improved by between 11 and 19 percentage points. There have been increases in results in all six assessment areas, with 79 per cent of students achieving at or above the provincial standard in Grade 3 and 6 reading and writing, 73 per cent in Grade 3 mathematics and 72 per cent in Grade 6 mathematics. This reflects a strong commitment to student learning and achievement.

Success after struggle ...

Everyone in the school had come to believe that setting high expectations for each student would result in markedly improved achievement for all students. Yet they struggled with setting ambitious targets – what if they could not meet them? Now they are using assessment data (e.g., running records) and tracking to identify students who are not meeting targets and putting specific interventions into place as required – an approach that is appreciated, perhaps most deeply by parents. As one said, "My three children had different learning styles and everyone helped each of them to do their best and experience success."

A major goal for staff was to develop consistency of practice and grade-to-grade coherence across the school. This required that they find ways to work together – and find a focus – as a professional learning community. Embracing the professional learning approach of the board, staff began to work in teams in order to identify student needs and to put in place a school-wide plan to meet them, including their own targeted professional learning.

Teaching, learning and leading ...

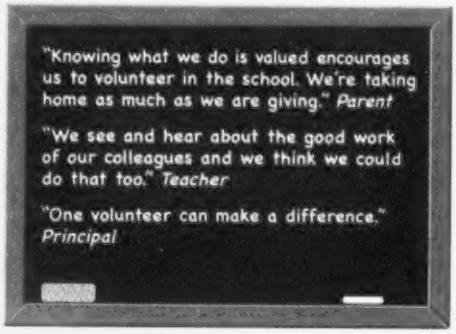
Early intervention and support for struggling students. Common assessments are administered to Kindergarten students to help teachers identify those who need more intensive support. Grade 1 teachers identify students immediately in September who have not mastered the alphabet and/or sounds. A structure has been put into place that allows for timely intervention for small groups as well as for individual students. All Primary students are encouraged to participate in the volunteer-run Reading Is Fun Club, which encourages children to read books at home with adults.

Regularly scheduled PLC meetings. Using the teaching-learning critical pathway process, teachers look at student data to determine the area of greatest need, decide on a cluster of expectations, choose a text and develop a higher-order open response question. They administer this question to their students to gather baseline data. As a group they review and come to consensus on students' written responses. Based on what they learn about their students' needs, they decide on the evidence-based strategies that they will use to improve student learning and achievement. After a period of six to eight weeks of explicit teaching, at the next PLC meeting, the teachers moderate their student responses. They examine assessment data and discuss the progress of all students. Teachers share what they are doing that is making a difference in their classes.

Teacher-to-teacher mentoring. Archbishop O'Sullivan plays an exceptional role in mentoring future generations of teachers, providing placements throughout the school year to teacher candidates from Queen's, Potsdam and Nipissing universities. They also provide co-op placements to students from Holy Cross Catholic Secondary School and St. Lawrence College. While classroom teachers share their experience, knowledge and skills, they are also given an opportunity to keep up with the most-up-to date research and practices taking place at

high school, college and university. Staff members also welcome their school network's Special Assignment teacher into their classrooms to model lessons in problem solving, read alouds, shared reading and so on. They are enthusiastic participants in network and board workshops that provide training in assistive technology, SMART Boards, literacy, assessment and preparation for EQAO.

Instructional leadership. The board has created networks of principals across the district to support the growth of a community of leaders focused on instruction. Each network holds monthly meetings (with the Special Assignment teacher and the Principal of School Effectiveness). Archbishop O'Sullivan's principal appreciates the focus on instructional leadership at these meetings and the opportunity to learn with other administrators. As an instructional leader, she looks outward to other networks and initiatives (e.g., OFIP) for lessons that will inform her school's ongoing improvement work. All staff take part in recording collective goals – they then revisit what they have committed to as a team and hold themselves accountable for providing opportunities for all of their students. No one is left off the team – they all take on leadership roles in ensuring student success.


"Knowing what we do is valued encourages us to volunteer in the school. We're taking home as much as we are giving." *Parent*
"We see and hear about the good work of our colleagues and we think we could do that too." *Teacher*
"One volunteer can make a difference." *Principal*

Moving into the future

- learn more about using technology more effectively in the classroom to engage all learners, as well as having students who have assistive technology use it effectively to access the curriculum
- learn more about teaching and learning in numeracy, especially problem solving
- learn more about effective differentiated instruction practices, in particular how we can meet the needs of boys and of students with special needs
- learn more about strategies to deepen reading comprehension

Beavercrest Community School

Bluewater District School Board
Markdale, Ontario

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Some Snapshots

Students ...

- help determine recess games and lunchroom privileges
- participate in Markdale Arts for Youth, learning and playing music with local musicians
- take part in social justice circles
- create safety videos for YouTube with the Fire Department

Parents ...

- are highly involved in the structured volunteer reading program, school community council, breakfast club, sports activities and Markdale Arts for Youth

About the school ...

Beavercrest is a Kindergarten to Grade 8 school in Markdale, a village along the Niagara Escarpment in Grey Highlands. The school serves about 270 students, almost three-quarters of whom are bused into school. Many Beavercrest parents are former students, creating continuity across generations of students.

This family-like school community has undergone a transformation in recent years. "We used to have problems," one teacher said. "We gave up on kids and the parents gave up on us. The principal said, 'Let's start fresh'." Now three principles guide their daily work together: they believe it takes a community to raise a child, they put students first and they engage in intentional teaching based on information and data. The culture of the school, once centred on the belief that only some students can succeed, has been revitalized as the belief has taken root that all children can succeed given the appropriate academic, emotional and social supports.

Ongoing improvement ...

The results of the EQAO 2007-08 assessments show significant increases in all Grade 3 and 6 assessments over the past three years. The Grade 6 assessments are all above the provincial target of 75 per cent and are significantly higher than board and provincial results. The diligent work of the school is also reflected in the work of Grade 3 students, with 90 per cent performing at or above the provincial standard in writing and mathematics. The school has attained this success while facing many challenges.

Success after struggle ...

When staff members realized that a high percentage of students were reading below level, they searched for an approach to support them. A user-friendly, sequential and structured daily reading program designed to reinforce phonemic awareness and reading skills was organized and staffed by trained community and parent volunteers who collectively put in 40 to 60 intervention hours a week. Data indicate that this has been a very effective intervention.

When significant behaviour issues negatively influenced teaching, learning and safety in the school yard, a deliberate focus on "learning skills" became a priority. Information about learning skills was included in classroom discussions and high expectations for students were established and communicated to students and parents. Difficulties were often reframed as a learning skill so that students could gain a concrete understanding of how behaviour affects teaching and learning. At the same time, teachers worked as a group to help students make connections between their learning and the real world in order to make school more relevant and engaging.

Teaching, learning and leading ...

Positive relationships. Staff members believe that the quality of student relationships reflects the quality of adult relationships in the school community. Building positive relationships with one another and with parents, students and their numerous community partners is a major priority. In the words of the principal, "What our teachers do is model for students how to behave, how to learn and how to change."

Professional learning community (PLC). In a culture that supports risk taking and thinking outside the box, staff members immerse themselves in improving and refining professional practice. One teacher said, "We admitted there might be a better way to do it." Another said, "When we find a tool that's working for kids, we share it." Their school PLC is built upon teamwork, reflective teaching and professional sharing. As student learning needs change, so do teachers' learning needs, changing the focus of the PLC.

Focus on individual students. Teachers believe it is important not only to look at data trends as a whole but also to focus on each child individually. This individual approach has helped teachers build connections with students so that they can support them as they find their "currency" in the classroom. "Don't fixate on the marks," one teacher said. "Fixate on the kids." When students feel valued, they are able to take the necessary risks associated with learning. The focus on individual students has helped teachers design authentic inquiry tasks that let students make decisions based on their own learning styles. The focus also helps teachers organize classroom groupings based on students' interests and instructional needs.

Use of technology. Technology has expanded students' ability to communicate and demonstrate their learning. The school is continuing to explore how to broaden the use of technology, including SMART Boards and assistive devices, to support student learning.

Shared and distributed leadership. The school leadership team ensures that teachers receive the tools and supports they need for their professional learning. There is a high degree of professional and personal trust between the staff and administration. The principal models openness, respect for staff and a willingness to dig deeper when students are not achieving as expected. Teachers take responsibility for the success of all of their students.

"This is a changed place – kids know what to expect and what is expected of them. There is a gentle firmness and a healthy calmness." *Volunteer*

"The focus is on learning skills and moving forward." *Parent*

"We became risk-takers and said – 'Let's try it!' – we knew we had to change." *Teacher*

"We rethought our philosophy of teaching – it was a struggle but as we became convinced we were able to convince others." *Teacher*

"It is always about doing what is right for student learning. I build trust and create positive energy to support my staff and students." *Principal*

Moving into the future

- continue to work with data and practise intentional teaching – find the gaps and take action
- find ways to address small school operational issues to maximize instruction
- build our knowledge of effective use of manipulatives in problem-solving-based mathematics instruction
- increase our focus on writing
- continue to educate parents on learning, mental health issues and character development

Blessed Kateri Tekakwitha Catholic School

Hamilton-Wentworth Catholic District School Board

Hamilton, Ontario

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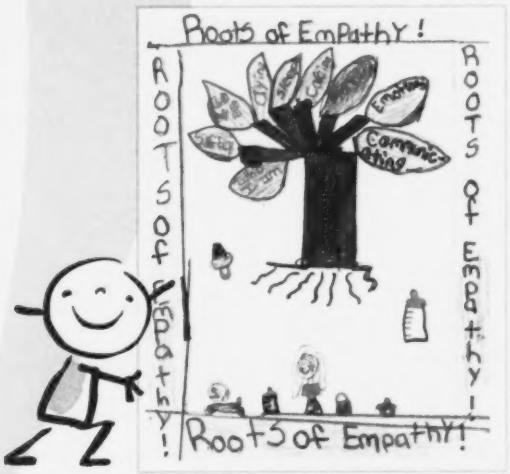


Some Snapshots

Students ...

- are surveyed regularly to provide direction on topics/issues/interests
- can articulate what they are doing, why they are doing it and how to support each other in small group work
- serve as reading mentors to younger students, creating a community of readers where reading is "cool"

Parents ...

- are pleased to see their children applying new skills as critical listeners/problem solvers in their home environment
- appreciate that some selected information is translated into a variety of languages
- work with staff and the School Council to welcome new families and organize Movie Nights, Literacy Nights and Numeracy Nights where families can share food as well as learning

About the school ...

Blessed Kateri Tekakwitha is a Catholic elementary school of about 270 students in the city of Hamilton. The school represents a diverse community of learners, with a number of students speaking a language other than English at home.

Staff underscore that it is their responsibility as teachers to prepare students for the world beyond the school walls and to ensure that high expectations and academic challenges are part of every student's life. They believe in early learning and success, beginning in Junior Kindergarten. Throughout the grades the school's data collection and analysis process assists teachers in monitoring each student's progress. This information in turn motivates them to provide immediate and targeted instruction and support based on the student's needs. In one teacher's words, "Everybody in this school wants the same thing - namely, that each child who walks through the door will meet with success." This devoted staff has high expectations for all, seeks out support when it is needed and encourages students to set goals for themselves.

Ongoing improvement ...

On the 2005-06 assessment, most results were below 50 per cent of the students at or above the provincial standard. The recent efforts of the school are reflected in the significant improvement in all EQAO assessments. Student achievement is remarkable, with between 85 and 89 per cent of students achieving at or above the provincial standard in five assessment areas. The only exception is in Grade 6 mathematics, although achievement has increased by 29 percentage points since 2004-05.

Success after struggle ...

Effective and efficient team communication became a priority at Blessed Kateri. Staff shared resources and approaches and began to use consistent language with students. For example, they taught reading comprehension strategies much more explicitly and modelled metacognition skills across grade levels and subject areas. The effect on students was increasingly evident, encouraging staff to continue on their learning journey.

Staff learned how to focus their meetings and professional learning times differently – to move from talk about operations, mechanics and management to focused professional conversation about teaching and learning, with an emphasis on action and classroom implementation. Gradually, there was a shift from working in isolation to more transparent teaching, and from traditional division meetings to authentic PLCs. Through this process, staff members recognized the professional expertise in their own building and reached out to each other to solve their problems together. The contribution and participation of Special Assignment teachers supported job-embedded learning and refinement of practice. The principal and teachers remain keenly aware of the value of time for them and for their students. Together they have established and continue to demonstrate the direct links among data analysis, student engagement and precise instruction that are the foundation for the improvements in student learning.

Teaching, learning and leading ...

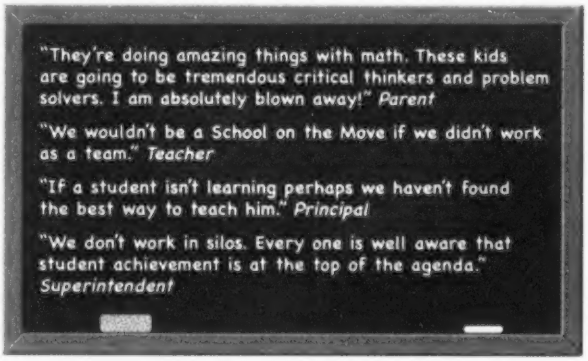
Support for families. The school shares in the board's inclusive mission to make sure all students have similar opportunities to learn and succeed. This sense of responsibility leads staff at all levels to pay close attention to the financial and emotional needs of the families in their community and to provide necessary support to help children succeed. The on-site Parenting and Family Literacy Centre allows staff to build relationships with families of future students.

Emphasis on academics. There is a shared belief at Blessed Kateri that "if the student isn't learning it, then we must find a way to get to that student with instruction that works." Staff share a collective determination to maximize the time students spend at school and to ensure that it is used to best advantage for student learning and growth.

Independent reading. This is the goal of all reading instruction at the school. Students are surveyed to determine their interests and passions so that stimulating and engaging resources can be purchased to encourage those interests. Resources are organized for ease of access by teachers and students.

Small group instruction. Teachers work with students to develop independent work habits and critical learning skills that will prepare them for a world that is rapidly changing. When working in small groups, teachers can monitor student progress, offer explicit, precise instruction and provide immediate feedback. Students of all ages demonstrate their enthusiasm to work in small groups either with the teacher or with one another. As one student said, "Four brains are always better than one! You get more ideas together."

Learning teams and shared leadership. Staff members know that there is expertise within their school and within their board, ready and able to support their learning. They attribute progress to their work as a team of professionals willing to learn from and with each other. They take risks that they consider to be a sign of leadership, growth and lifelong learning. Staff members describe the principal as an instructional leader and an active learner in their Catholic professional learning community who supports shared leadership at the school.


"They're doing amazing things with math. These kids are going to be tremendous critical thinkers and problem solvers. I am absolutely blown away!" *Parent*
"We wouldn't be a School on the Move if we didn't work as a team." *Teacher*
"If a student isn't learning perhaps we haven't found the best way to teach him." *Principal*
"We don't work in silos. Every one is well aware that student achievement is at the top of the agenda." *Superintendent*

Moving into the future

- practise teacher moderation on a regular basis in a more formal way as it is a valuable learning tool for teachers and it informs their instruction
- refine the implementation of Teaching and Learning Critical Pathways to gather data on how well a focused intervention works
- strengthen word study practices in the literacy block and develop a research action plan to see if doing so improves both reading and writing achievement and independence in writing

Cassandra Public School

Toronto District School Board
Toronto, Ontario

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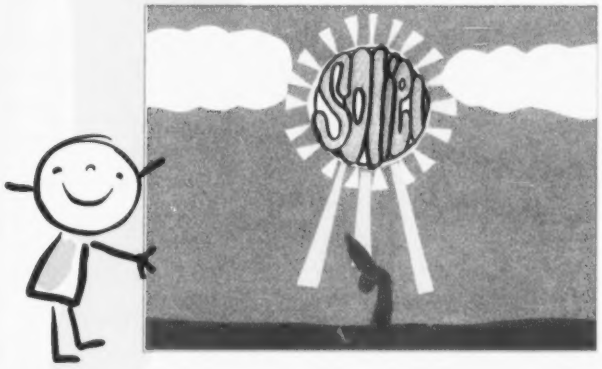


Some Snapshots

Students ...

- are involved in recycling, organic waste collection and educating others about their responsibility for the planet
- have "their say" in the school blog
- act as peer mediators and school ambassadors and are recognized for their "random acts of kindness"

Parents ...

- support in-school presentations and performances and join classes on field trips
- run the Booster Reading program to support Grade 2 students and work directly with individual students and small groups in the classrooms
- help organize and take part in Literacy and Numeracy Evenings and Movie Nights

About the school ...

Cassandra Public School is a Kindergarten to Grade 5 school in North York, a bustling, highly multicultural community in the north-central part of the city. Among a school population of 280 students, about 40 per cent speak a language other than English at home even though the many of these students (about 80 per cent) were born in Canada. Major language groups in the school include Chinese, Arabic, Farsi, Romanian and Urdu. The school includes an Extended French program.

Cassandra opened its doors in 1965 with the planting of a ginkgo tree, emblematic (and logo) for this "Platinum Eco School." "The gingko was once widely scattered over the globe," explains the school website. "[It] may be the oldest living seed plant." Staff, students and the larger Cassandra community have honoured the school's ties to the earth by contributing to environmental awareness and to the "greening" of the school yard, creating, among other eco-projects, an "Amphibian Oasis" and an "Outdoor Classroom" with shade tress and seating for students. As community friendly as it is environmentally friendly, the school nurtures relationships, deliberately building parental involvement and a school culture that fosters safety, respect and harmony in diversity.

Ongoing improvement ...

Cassandra Public School has shown steady, year-over-year improvement in all Grade 3 EQAO assessment results since 2004-05. The improvement in results has been significant. Reading improved by 30 percentage points to 79 per cent of students achieving at or above the provincial standard. Writing assessment results increased by 29 percentage points to 82 per cent. Mathematics assessment results show that 97 per cent of students achieved at or above the provincial standard. These results reflect the successful focus to raise student achievement while facing numerous challenges.

Success after struggle ...

Several years ago, the school team identified three areas that needed attention and then invested a great deal of time and effort in addressing each. One area was parental involvement. Many parents wanted to participate in school activities but lacked both information and opportunity. With School Council support, staff members undertook a survey to find out more specifically what parents wanted to know (and do) and then found the funding to respond. They translated and sent key documents home and offered a seminar series "Parents as Partners" dealing with such topics as helping students with homework, navigating the school system, special education and EQAO testing. Outreach to parents has continued to evolve, and reciprocally, parental involvement has mushroomed, with parents not only helping with field trips and special events but also playing a pivotal role in the Booster Reading program, supporting the library and helping classes with "grade parents."

School improvement planning (SIP) was another area identified by the school team for collective action. As a school in a progressive family of schools, Cassandra had to make a conscientious effort to align its

SIP goals, including budget priorities for areas of greatest need, with those of the larger group. Parents, teachers and other support personnel (e.g., Family of Schools Literacy Coach, Instructional Leaders) became involved in the development, implementation and follow-through of the school plan. Teachers began to take a lead role, too, leading the various subcommittees and reporting back to parents and staff at regular SIP meetings.

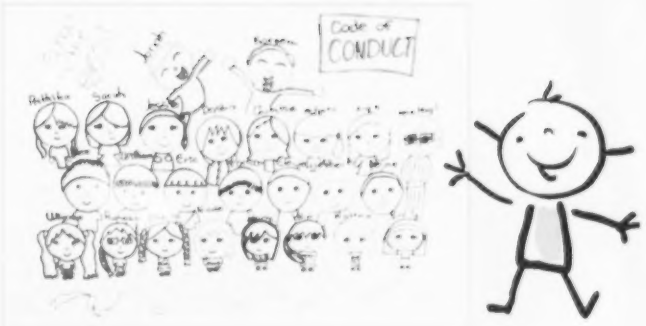
Using school data, a final area identified for attention was student behaviour. Staff felt it was important to find ways to promote pro-social behaviour and to build character education into the culture of the school. Four innovations were introduced:

1. Monthly Student Recognition Assemblies (students use song or skits to demonstrate a TDSB "Trait of the Month")
2. Recognition of Random Acts of Kindness (students "caught" in a random act of kindness are given a leaf stating their act – and a chance to "customize" the message before it is announced on the PA and then posted in the foyer)
3. Peer Mediators (Junior students are trained in peer mediation and then assigned to help solve minor conflicts in the school yard)
4. Student Ambassadors (students are assigned to help orient new students on the basis of first language and approximate age)

As parental involvement has increased, school improvement planning has become more precise and student behaviour has improved. The whole Cassandra community has benefited.

Teaching, learning and leading ...

Using Q4E time (Quest for Excellence). Time set aside for professional dialogue is fondly referred to by Cassandra staff as "Q4E time." In the past year, staff members have used Q4E time to participate in a teaching-learning critical pathway (TLCP). Every six weeks, all teaching staff including classroom teachers, resource teachers and specialist teachers are released to identify student areas of greatest need, to select assessment criteria and rubrics and to participate in moderated marking sessions to guide future planning and program delivery. Before teachers begin their meetings, they "unpack" (in divisions) EQAO data to determine the starting point. This year the focus for the TLCP has been higher-order questioning skills, making connections, non-fiction reading and writing and problem solving in math.



Tracking student progress. With the data available (diagnostic reading assessments, CASI, EQAO and report card data), staff identify "at-risk" students in Grades 2 through 5 and determine specific strategies to bring about positive growth and increased success. At regular staff meetings, progress is revisited and strategies shared among the staff.

Working with children from challenging backgrounds. Staff use a range of strategies to ensure success with children who are grappling with adjustment to a new school and a new society. Among these strategies are the following:

- ***Build relationships*** – Everyone needs to feel comfortable to take risks and to make the inevitable mistakes. Children need to trust their teachers and know that they care about them and the work that they do.
- ***Have high expectations*** – Keep the vision that all students can stretch themselves. When students know what is expected of them, they will rise to the challenge.
- ***Establish routines*** – Classroom routines are established to allow children to work independently while teachers work with individual students and small groups.
- ***Model what good work is supposed to look like*** – Teachers develop anchor charts and keep them visible so that students can refer to them as required.

"At this school it's not 'you don't know' ... it's 'how can I help you learn?'" *Parent*

"Learning is exciting for every child if you find out how to ignite their interest." *Teacher*

"We all make a conscious effort at inclusion because we have students coming from so many different places." *Principal*

Moving into the future

- learn more about numeracy, in particular, problem-solving strategies and communicating understanding in written format
- learn more about environmental stewardship and how to integrate environmental education into all aspects of the curriculum
- help students better understand how to use learning strategies in both English and French to deepen understanding and develop thinking skills
- learn more about the inclusive classroom and how to help students who are struggling

Century Public School

Ottawa-Carleton District School Board
Ottawa, Ontario

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Some Snapshots

Students ...

- participate in "4 Houses" (international character development program sponsored by the Kiwanis Club) – divides the school into 4 houses, Fire, Earth, Wind and Water, and rewards TERRIFIC kids (Thoughtful, Enthusiastic, Respectful, Responsible, Inclusive, Friendly, Inquisitive and Capable)
- run Peacekeepers, an anti-bullying squad that monitors the school yard and helps resolve disputes
- hold B.F.F. (Best Friends Forever) meetings to decide on role models who then do peer-to-peer teaching at assemblies
- deliver morning messages to provoke thinking during the day to create a positive school climate
- write and publish "The Cent" school newspaper for classmates and parents

Parents ...

- run a large and diverse parent council that reflects the student population
- fundraise for library and classroom resources
- serve as volunteers (over 100 individuals support students in the classroom, school and community)
- honour staff and students throughout the year (e.g., multicultural evening with dinner)

About the school ...

Century Public is a Kindergarten to Grade 6 school originally built in Canada's centennial year on a tree-lined street in Ottawa. Today the school reflects the diversity of the new face of Canada, with some 330 students representing every corner of the world and speaking over 35 different languages. About a third of the students are English language learners, about a quarter have Individual Education Plans and many come from families facing social and economic challenges. The school's commitment to helping students address these challenges is put into practice in daily, deliberate ways. As one parent said, "It's not one big thing. It's all the little things they do to engage children and to set them up to succeed."

The school's approach to teaching mathematics provides an example of how staff fine-tune instruction to build on success for students year on year. From daily announcements highlighting the language of mathematics to a school-wide program to provide a common vocabulary for instruction, teachers collaborate to ensure teaching that is systematic, explicit and rigorous. Students in every grade are immersed in an environment that is rich in math vocabulary, math activities and math manipulatives.

Ongoing improvement ...

Significant and steady improvement in all EQAO assessment results is evident over the past three years. Grade 3 assessment results have increased between 22 and 33 percentage points. In 2005-06, Grade 3 reading and writing results were both at 48 per cent of students achieving at or above provincial standard. These results increased to 81 per cent and 74 per cent, respectively. Grade 3 mathematics results increased to 89 per cent. The same steady improvement was evident in the Grade 6 assessments as well. The school results were above both the board and provincial results in all six assessment areas.

Success after struggle ...

In the early stages of their journey, parents, teachers and administrators wrote a simple code of behaviour to help foster respect for diversity and to encourage positive behaviour. They paid attention to social, physical and emotional needs, establishing, for example, a breakfast/lunch program to ensure students had the nourishment to benefit from instruction and a clothing drive so that all could participate in indoor and outdoor activities. Staff made it a priority to set the example for their students – by getting involved in various

activities, being prepared for lessons, demonstrating respect in interactions, engaging as learners themselves and contributing as members of their professional team. These first steps significantly lowered the incidence of discipline issues and allowed for a true focus on student learning.

The OFIP designation, while initially a cause of uncertainty and anxiety, presented an opportunity to discover – and access – the school's depth of collective knowledge and expertise. Supported by the principal's strong belief in them, and with time and coaching, teachers developed the confidence to shift from cherished instructional approaches to those that promised to be more effective in improving student learning.

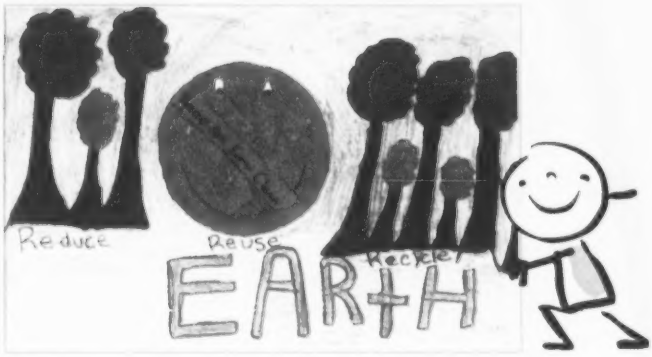
Through ongoing, focused discussions, paired with careful attention to monitoring intent and results, the staff embraced a team approach. The consistency they have built in approaches and terminology is evident across grades, divisions and the school as a whole.

Teaching, learning and leading

Using data for planning, monitoring and supporting. Student progress is closely monitored on the school's data wall (using PM Benchmarks and CASI). When progress appears to stall, informal running records and observational reading behaviour data are used to provide the information required to allocate additional resources, such as ELL support, Booster Club or tutoring.

Using collaborative practice. Helping students do better is the cornerstone of teachers' professional discussions held informally throughout the day and during co-planning time. Teachers work together to establish common understanding of promising evidence-based practices, taking a "using" vs. "doing" approach. In this approach, a team of teachers, educational assistants and administrator(s) discuss the focus for a lesson prior to instruction, join in instruction (such as a guided reading session) and debrief the instruction to understand how individual students responded and how they demonstrated their learning.

Supporting thinking. Higher-order thinking strategies are introduced to students both by modelling what such processes as inferring, synthesizing and evaluating look like and by teaching students how to select and use graphic/visual organizers. Students feel empowered when they are able to choose which organizer best represents their thinking, understanding and interpretation of text. Students refer to the exemplars, rubrics and samples of authentic student work posted in classrooms and hallways. Classroom blogs remind students of best practices. A broad spectrum of engaging and rich resources is available in every classroom and a Literacy Room is filled with carefully selected, high-quality and up-to-date materials.



Fostering leadership from within. Staff, parents and students describe the principal's high expectations, support for learning, open and inclusive communication style and sense of moral purpose as "contagious". The principal not only supports risk taking and sharing among staff but has also provided opportunities for coaching support and a significant expansion of resources for both staff and students. These have contributed to the growth of a learning community that is developing leadership from within – from teachers to support staff to parents to students. They know that they can count on each other – that each person can both learn from others and contribute to the learning of others.

"The staff is caring and dedicated – they build children's self-esteem and their respect not only for themselves but for others." *Parent*

"We've had to relearn teaching practices." *Teacher*

"There's such a habit of inquiry now. We're proud of what we've been able to accomplish for our kids." *Principal*

"There has been a real effort for all involved to adjust their teaching and learning practices in order to address the needs of the individual students in their care." *Superintendent*

Moving into the future

- learn how to use assessment tools and strategies with increased precision, specifically to help students become self-reflective as they examine and internalize what quality work looks and sounds like
- fine-tune the skill and art of asking open-ended questions in order to develop students' higher-order thinking skills
- incorporate technology into literacy and numeracy activities, specifically expanding the use of classroom blogs, podcasting and interactive websites to motivate students (boys in particular) to take greater ownership of their written work

Charles Howitt Public School

York Region District School Board
Richmond Hill, Ontario

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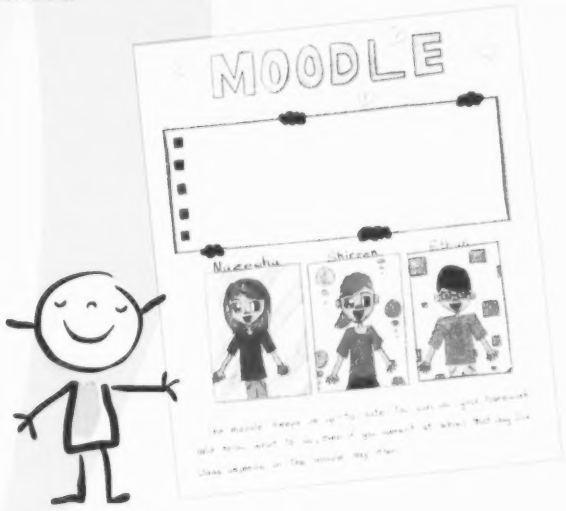


Some Snapshots

Students ...

- take part in an online "Me-to-We" survey to share their issues with staff
- write stories for the monthly newsletter, make podcasts for the school website and contribute to daily announcements
- participate in sports and fitness events, the arts and various clubs
- assist in the library, the office and other classrooms

Parents ...

- support School Council, which organizes after-school parent workshops and volunteers for the school
- avidly support using technology to support learning for all children, including those with special needs
- hold appreciation luncheons to thank staff for their commitment and dedication to the students

About the school ...

Charles Howitt Public School serves about 350 students in a suburban neighbourhood of Richmond Hill, one of the fastest-growing communities in Canada. Reflecting the transformation of Richmond Hill itself from monocultural to multicultural, increasing numbers of Charles Howitt students speak a language other than English in their homes. The school population is diverse not just in terms of ethnicity but also socio-economically.

This is a school that has dedicated itself to professional learning and networking. The principal and teacher leaders attend York Region's Literacy Collaborative Continuing Improvement Sessions where they explore strategies for daily literacy instruction and literacy across the curriculum. The school's PLC links to seven other schools, which also focus on literacy. Together they share strategies to help students develop comprehension and written communication skills. Another school network meets to disaggregate EQAO results, a process repeated at the school level to allow school staff an opportunity to directly investigate the data. In each case, the school team introduces their learning to other staff so that together they can work toward school-wide implementation. As collaboration and implementation build, student learning improves, providing the impetus for further professional learning and networking.

Ongoing improvement ...

Over the past three years, the efforts of the school have been reflected in the steady and significant improvements in all six EQAO assessment areas. In 2005-06, results in two assessment areas were about 48 per cent of students achieving at or above the provincial standard, two assessment areas in the high fifties and two in the low sixties. On the 2007-08 results, five assessment areas showed achievement levels over 80 per cent. The lowest result was a 74 per cent in Grade 3 writing. These improved results were achieved under challenging circumstances.

Success after struggle ...

The shift of the board's network sessions from Grades 3 and 6 to cross-grade teams helped galvanize a whole-school approach at Charles Howitt, leading to greater collaboration among staff. The emphasis on student data and the identification of learning needs and effective instructional strategies also spurred staff on to learn and plan together. The development of a common school goal and cross-grade strategies has resulted in the development of a common language among teachers and, as a result, deeper professional conversations.

Teachers and principal are candid about the challenges experienced in moving forward to collective action, collaboration and most importantly school-wide implementation. The journey at Charles Howitt has been a series of deliberate steps in a shared direction, supported by hard work and a willingness to step outside the comfort zone and driven forward by the evidence of student success.

Teaching, learning and leading ...

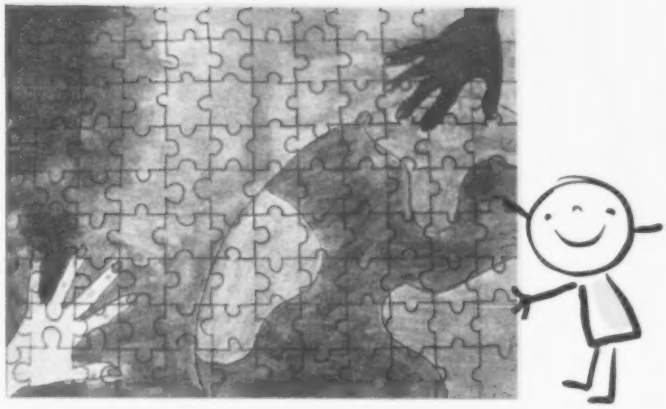
Building professional relationships. For staff, strong professional relationships are the foundation for learning, collaboration and school growth. As one teacher said, "It's easier to take risks in your learning when you know there are people you can count on."

Keeping focused on student learning. Staff members use data both to inform their conversations about students as individuals and to identify common areas of focus for instruction. The data also provide the means to track and monitor student progress and to target resources and supports. Ensuring ease of access to current and complete information across all grades is a key support for collaborative action and continuous improvement.

Focusing on balanced literacy. Over the past few years, the learning priority has been on developing student comprehension skills. Now the focus is on student writing, using mentor texts, being clear about success criteria and providing descriptive feedback. Teachers are engaged in the collaborative assessment and marking of student work.

Doing early identification and intervention. As part of its school improvement plan, Charles Howitt has implemented "Hawks on the Fly" strategies for at-risk learners. While summary charts are on display in every classroom to identify the grade focus, the teaching strategies for improvement and the criteria for assessing student progress, the teacher's copy also includes the names of those students in the class who are at risk of not achieving their potential. Hawks on the Fly is a school-wide initiative that has contributed to a common language and shared process that supports both students and staff.

Using electronic tracking. The school has implemented an electronic data system to track student achievement in reading and writing. The data points include provincial report card grades, EQAO results, DRA and PM benchmark levels. Colour coding provides quick visual identification of at-risk students, improvement trends and areas needing attention.



Developing leadership. Closely tied to the school's emphasis on collaboration is the commitment to shared or distributed leadership, a direction very much appreciated by staff. One parent observed, "The principal is wonderful. We were very nervous about changing principals but then we met him. He's great!" A teacher commented, "We feel less burdened as people realize they have something to offer and start stepping up." Leadership is evolving and devolving as staff assume responsibility for sharing leadership across the school.

"Teachers came to see that the literacy focus was not just a 'Charles Howitt' thing. It was a focus in every school." *Teacher*

"We focused less on the negatives and started watering the flowers. We nurture the positives." *Teacher*

"It's OK to have a fish swimming the other way. We need to go deeper than just compliance." *Teacher*

"Engagement means you are willing to persevere through the challenges." *Teacher*

Moving into the future

- learn more about best practices for mathematics and literacy instruction
- involve students in the development of success criteria to engage them in assessment
- distribute responsibility for leading and learning so that each person has the opportunity to use his or her strengths and contribute to the whole staff team
- integrate digital literacy into more areas of the curriculum through the effective use of technological tools (e.g., SMART Boards, Moodle technology, iPods)

Chief Dan George Public School

Toronto District School Board
Toronto, Ontario

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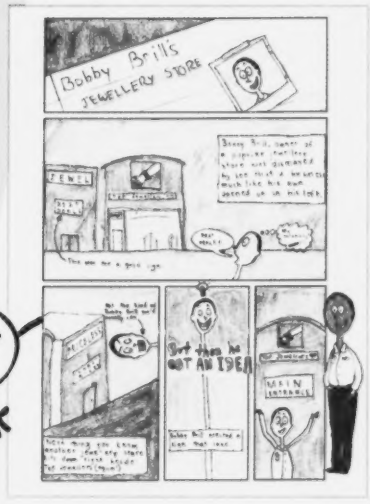


Some Snapshots

Students ...

- participate in Tribes Community Circles, Future Ace Assemblies and classroom conversations
- support the Student Leadership Team (Grades 7 and 8 students) which acts as a consultative body, troubleshooting student issues with staff, parents and the community
- plan and run events with staff, welcome visitors, make school announcements

Parents ...

- appreciate open door policy, school and classroom newsletters
- welcome the school's "power of thought"/inquiry approach even though many have more traditional ideas of education
- an active school council involves the community through annual Pancake Breakfast, Bowling Night, etc.

About the school ...

Chief Dan George is a Kindergarten to Grade 8 school in Scarborough, a demographically diverse community in northeastern Toronto. The school draws children from both urban Toronto and outlying rural areas bordering York and Durham, serving over the years as a holding school for growing subdivisions without schools of their own. At present, there are approximately 340 children in attendance, some in transition from other schools and many from new immigrant families who have high expectations for education as the "ticket to the future."

The physical setting of the school – wild turkeys and white-tailed deer visit the children's playground – makes an indelible impression. So too does the spirit of openness and acceptance. Parents say, "There is heart here that you can't describe." With the enthusiastic support of the School Council, the school team works hard to create consistency and calm for the many children who, because of transience or newness to Canada, face challenges of adjustment.

Ongoing improvement ...

Chief Dan George Public School has shown steady and very significant increases in achievement in all six EQAO assessment results over the past three to four years. In 2004-05, four assessment results were at 57 per cent or lower. When measured against the provincial standard of 75 per cent, all Grade 6 assessment results have increased over 20 percentage points since 2004-05 and are now all above the provincial target of 75 per cent of students achieving at or above the provincial standard. The Grade 3 assessment results are at 73 per cent or higher.

Success after struggle ...

The school's struggles have related, at least partially, to being a "holding school" for three different communities over just six years. Rapid growth, frequent staffing changes and school organizational challenges presented different foci for staff, students and families in the community. In the midst of these changes, the staff decided they wanted to abandon isolated classrooms and take a more integrated whole-school approach to teaching and learning. They worked to develop consistency across classrooms and negotiated the best plan for the collective good. Working with large blocks of learning time, teachers are using flexible groupings and differentiating program to ensure that all children are successful. The staff realized that when they started planning together, they were able to turn to each other and ask for advice on how to implement strategies, such as flexible groupings, even more effectively. Norms were established and practised and routines were put into place that allowed students to work independently. The Junior teachers, in particular, have

noted that they have more time to spend with students in guided reading groups.

Teaching, learning and leading ...

Respectful learning environment. Staff members are vigilant in their supervision of student behaviour, employing such programs as Future Aces and Tribes to improve social skills and foster character development. They believe that it is what they do in the classroom as teachers that makes the difference in student learning and they model the respectful caring behaviour they expect from students for each other.

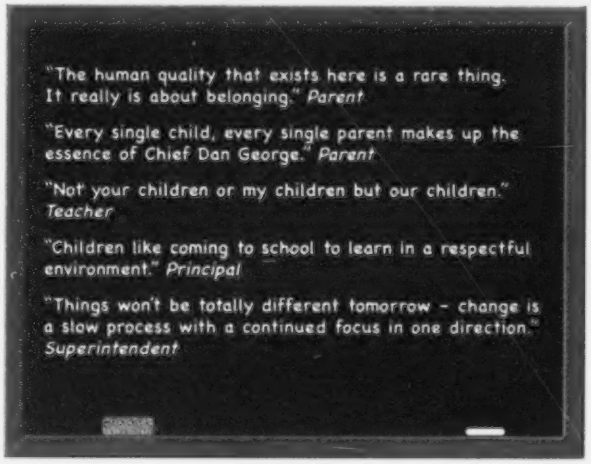
Focus on the big ideas. Wanting to stretch the children's thinking in every grade, the teachers are working to learn more about how to ask questions that provoke deeper answers from students. They are providing opportunities to respond to questions that really matter. They have discovered that children will dive into learning when the questions are more connected to their lives. Everyone understands that this is a cumulative process, starting in Kindergarten.

Professional accountability. The principal has played a strategic role in keeping the school team focused on the data and "what the school needs to do" to help the children learn and develop. "The excuse-making stage is over," said one teacher. "It's a slow process but we're all moving in the same direction." "Good things take time," said another. Using the teaching-learning pathway model, staff work collaboratively to identify learning needs, both their own and their students', and assume collective responsibility for successes and ongoing challenges.

Learning blocks for literacy and numeracy. With a bit more demographic stability in recent years, the school has been able to focus more on curriculum expectations and to this end has set up blocks of uninterrupted time for literacy and numeracy instruction. Timetabling is discussed – and negotiated – collectively so that students are able to spend large amounts of time reading, writing and thinking.

Comprehension and critical literacy. Staff members focus on strategies to help students go beyond the basics, to think about everything they are reading and writing and to appreciate what the text says to them. When children have reading strategies under their control, they are able to read for comprehension and to develop a joy of reading.

Problem-solving approach to learning. Teachers value student thinking and note there is more than one way to answer questions. They believe that students need opportunities to respond to questions that matter; questions that are connected to real examples in children's lives. They explicitly teach high-level thinking skills and believe that it is a cumulative process for children to become thinkers.


"The human quality that exists here is a rare thing. It really is about belonging." *Parent*
"Every single child, every single parent makes up the essence of Chief Dan George." *Parent*
"Not your children or my children but our children." *Teacher*
"Children like coming to school to learn in a respectful environment." *Principal*
"Things won't be totally different tomorrow – change is a slow process with a continued focus in one direction." *Superintendent*

Moving into the future

- learn more about how the brain works and strategies to teach students how to think
- teach students to advocate for themselves by helping them learn how they learn best
- acquire more knowledge about differentiating instruction to meet the needs of the diverse learners in every classroom
- learn more about the cultures of our students and how to sustain a culture of equity

Dallington Public School

Toronto District School Board
Toronto, Ontario

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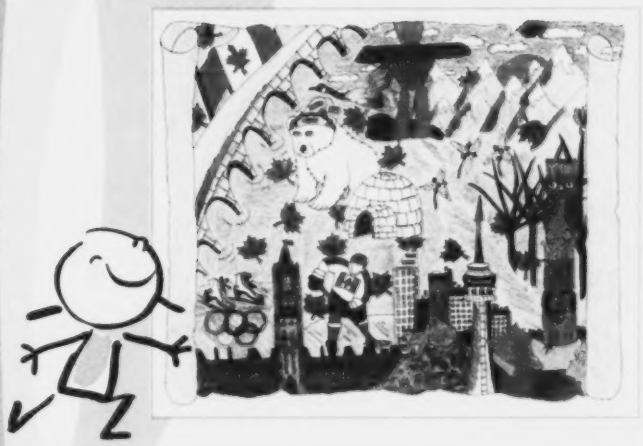

Some Snapshots

Students ...
- are part of school decision making
- enjoy a wide range of enrichment activities in the arts (e.g., opera, storytelling, gallery visits)
- plan and support special events, such as school spirit days and charity fundraising events (e.g., Food Drive for North York Food Harvest, Sleeping Children Around the World, Spread the Net)

Parents ...
- network with neighborhood school councils to share guest speakers
- present classroom workshops in areas of expertise (e.g., scrapbooking, Photoshop, the planet Mars, creative dance)
- participate in reading to classes in their first languages

About the school ...

Dallington is a dual track English/French Immersion school in the Don Mills/Sheppard area of Toronto. Of the 460 students who attend, about 40 per cent were born outside Canada and a third have lived here for less than five years. The vast majority of the student population in this Kindergarten to Grade 6 school speak a language other than English, while many are learning English (or French) as a third or fourth language.

Dallington is all about student learning and school improvement. Staff members say "all excuses are off the table" when it comes to learning, and together they look for and create opportunities to help students succeed. All teachers are members of one of the four school improvement teams: literacy, numeracy, creating a safe and caring school, and science and technology. Additional working committees are formed as specific needs are identified.

Ongoing improvement ...

All Grade 3 and 6 EQAO results have improved significantly over the past five years. In 2007-08, at least 90 per cent of Grade 6 students achieved at or above the provincial standard of 75 per cent. Grade 3 assessment results have increased between 22 and 24 percentage points. All assessment results are significantly above the board and provincial results.

Success after struggle ...

The staff are clear that it was examination of data from schools in similar challenging circumstances that led to the conviction that effective instructional approaches could indeed make a difference for the students at Dallington. Staff members continue to gather and analyze data to support improved student learning. Both administration and staff attribute their "no excuses" approach to increased motivation and learning on the part of both students and adults in the school community.

The school team reconfigured the timetable to allow teachers common blocks of planning time so that they could share resources, develop common assessments, address concerns and explore effective strategies. Time spent together resulted in greater continuity of instruction, common understandings and shared emphasis on the use of anchor charts and visual organizers.

As the school acquired text materials and math manipulatives, organizing these resources for ease of access and effective use in classrooms became more important. After central organization was complete, all rooms were given a bin with recommended manipulatives per grade as per the ministry's expert panel report. Each teacher was provided with funds to build or expand a classroom library to support students' independent reading. To support the use of math manipulatives, professional development was provided with a focus on problem-solving approaches.

Teaching, learning and leading ...

Early identification and intervention. The school team is committed to early identification and intervention for children not meeting the provincial standard. There are many opportunities during and beyond the hours of instruction for students to work in small groups to expand their skills and improve their achievement.

Review cycle. At the end of October, data are collected from the following sources: Observation Survey, DRA, CASI, Sondage d'Observation, Alpha-Jeunes, EQAO, First Steps Reading and Writing continua and report card data. Teachers are given their class profiles (or average level per class identified for each question in CASI) and identify children at risk and/or strategies requiring greater focus (e.g., making connections). Teachers then plan for intervention (e.g., early reading intervention, reading recovery, Primary reading club, boys' reading club Primary and Junior, speech and language referrals, hearing and vision checks). Results for students who are at risk are revisited at the end of January.

Metacognitive skills. Teaching focuses on how to learn and how students can be reflective about the strategies they are using in reading, writing and problem solving. Students are also taught to attend to and integrate the habits of effective readers, listeners and speakers.

Supports for writing. Teachers help children make connections between talk and effective writing. Instructional rubrics and exemplars show students what good writing looks like. Peer editing is modelled and supported.

Distributed leadership. While staff members and parents alike attribute the buzz around student learning and achievement to the expectations and commitment of the principal, they enjoy a sense of shared leadership with administration. Teachers provide leadership in their areas of expertise and interest, and share their learning with one another to help make a difference for student learning.

"As teachers we are constantly making adjustments so that our students are successful in literacy – whether the wind is at our back or blowing against us." *Teacher*

"I like to collect my own sampling of student writing to see how students are doing. First-hand information is so valuable." *Principal*

"School teams share leadership as they solve challenges. Everyone takes ownership, people step up to the plate. The staff are not reluctant to voice ideas." *Vice Principal*

Moving into the future

- how to use technology to engage reluctant readers and writers by making learning more interactive and bringing the world into the classroom
- how to plan for integrated teaching of various curricula (science and social studies within the English/French block)
- how to focus less time on the actual collection of data and more time on "which instructional practices will lead to improved outcomes"
- how to teach English or French as a third or fourth language

École élémentaire catholique René-Lamoureux

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Un aperçu

Les élèves...
- participent et profitent d'une gamme d'activités ludiques et culturelles;
- sont très satisfaits des activités liées au domaine de la langue et de la culture, selon le sondage effectué par l'école.

Les parents...
- s'impliquent dans l'organisation et le déroulement du concours d'épellation et le concours d'art oratoire;
- s'impliquent dans l'organisation des activités en numératie et l'achat de matériel de manipulation pour les maths;
- préparent et organisent le Festival de l'été. Ce sont des activités ludiques et culturelles qui amusent trois générations : parents, enfants et grands-parents. À chaque rassemblement on observe que les différentes cultures de l'école sont liées et leur appartenance à la francophonie est évidente;
- sont informés régulièrement des activités de l'école et du progrès de leurs enfants.

L'école

L'école accueille une communauté multiculturelle provenant de divers pays francophones tels que, l'Égypte, le Liban, la République démocratique du Congo, la Côte d'Ivoire, le Cameroun, l'Île Maurice, le Viet Nam, la République de l'Haïti, la Colombie, le Mexique, la Pologne, la France, la Belgique, la Suisse et le Canada. Trente-cinq pour cent de ces élèves sont admis à l'école par un comité d'admission. Plus de 200 élèves proviennent de 175 familles. Le transport par autobus est octroyé à 98 % des élèves. L'école offre un service de garde avant et après les heures de classe et héberge la Garderie Petit Bateau pour les tout-petits.

Nous croyons que chaque élève peut apprendre. L'amour, le respect et la fierté sont des valeurs que l'on retrouve sur la bannière de l'école. La nouvelle devise que tous, élèves et personnel, connaissent est : « **Si je le veux, je le peux** ». La diversité est à l'honneur en tout temps et l'école se donne le mandat de la célébrer. L'accueil de chacune et de chacun est très important dans notre communauté. Nous connaissons une stabilité au sein du personnel enseignant depuis trois ans.

Une amélioration continue

Les résultats en lecture et en écriture aux évaluations de l'OQRE se sont considérablement améliorés au cours des trois dernières années. De ce fait, ces hauts niveaux d'apprentissage et de rendement atteignent ou dépassent la norme provinciale. On constate également une amélioration des résultats en mathématiques des élèves de 3e année. Ces accomplissements reflètent un engagement constant à soutenir l'apprentissage et le rendement des élèves et à relever les enjeux auxquels sont confrontées les écoles des régions urbaines multiculturelles.

Des efforts couronnés de succès

- Les rencontres en CAP pour chaque cycle se font un minimum de trois fois par étape.
- Chaque enseignante et enseignant fait des profils de classe.
- Rencontre du personnel pour assurer l'uniformisation des stratégies d'enseignement et d'évaluation par année de cours.
- Planification uniforme entre les années de cours.
- L'horaire du matin permet d'avoir des blocs de littératie et de numératie sans interruption.
- Les évaluations sommatives, avec et sans adaptations, sont remises au préalable à la direction d'école et à l'enseignante-ressource.
- Rencontres fréquentes avec les titulaires, EED et la direction d'école pour discuter des stratégies à utiliser avec des élèves dont le rendement est au niveau 1 et au niveau 2 en littératie et en numératie.

- Rassemblement mensuel au gymnase pour célébrer nos succès. Le thème varie chaque mois. Nous remettons un certificat à chacune de nos étoiles et nous prenons leurs photos pour les afficher aux murs de l'école.

Le leadership dans la communauté de l'école

La direction est à l'écoute des besoins du personnel. Plusieurs comités sont en place : comité d'amélioration du rendement, animation culturelle, animation pastorale et francisation. Chacun a l'occasion de faire valoir son leadership. C'est dans un climat de confiance, de partage et d'entraide que le personnel chemine vers le succès de tous.

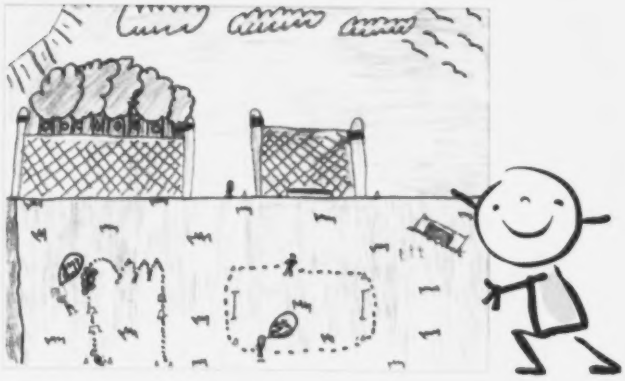
Des stratégies fondées sur des preuves

Les classes de la 1re à la 4e année sont soumises à des évaluations en lecture du GB+. Pour faire suite à l'analyse des méprises, le personnel enseignant cible des interventions spécifiques en lecture pour chaque groupe ayant les mêmes défis à relever. Les élèves sont regroupés dans les salles de classe, selon leur niveau de lecture, pour travailler sur la littératie (exemple : lecture, vocabulaire, compréhension, etc.). Le personnel enseignant évalue les élèves fréquemment selon un cadre d'évaluation afin de déterminer la pertinence des stratégies utilisées auprès de chaque apprenant.

Une enseignante accompagnatrice en littératie et en numératie accompagne le personnel enseignant à raison d'une journée par semaine. De plus, nous avons le soutien d'une conseillère pédagogique qui donne de la formation aux enseignantes et aux enseignants, au besoin. Le conseil offre également de la formation au personnel enseignant de l'école dans divers champs : littératie, conscience phonologique, grammaire nouvelle, dépistage précoce, etc.

La lecture partagée et la lecture guidée aux cycles primaire et moyen font partie de l'horaire à raison de 3 fois par semaine ou plus.

L'utilisation de la musique est l'une des stratégies d'apprentissage en lecture (p. ex., chorale de l'école, piano ou karaoké; la musique se retrouve à chaque assemblée pastorale ou culturelle).

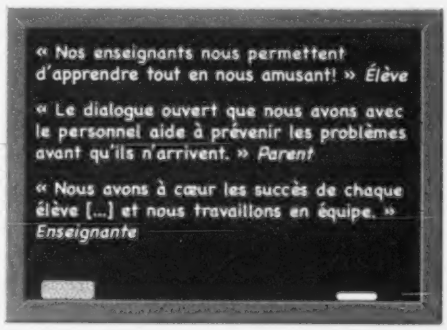


Le programme Kurzweil est utilisé pour les élèves qui en ont besoin pour l'apprentissage de la lecture et qui ont un Plan d'enseignement individualisé (PEI).

La priorité de l'école est la communication orale pour tous les élèves de la maternelle à la 6e année.

Le réseautage au service de l'apprentissage

- La direction visite des écoles en action, ainsi que des écoles qui ont des pratiques réussies et inspirantes pour améliorer le rendement des élèves.
- La direction et le personnel enseignant souhaitent approfondir leurs connaissances de l'analyse des méprises en GB+ pour mieux cibler des stratégies d'intervention en lecture et les rendre encore plus efficaces.
- La direction et le personnel enseignant souhaitent approfondir leurs connaissances de l'outil Kurzweil pour appuyer les élèves dont le rendement est aux niveaux 1 et 2 et leur permettre d'atteindre un niveau plus élevé en lecture.


« Nos enseignants nous permettent d'apprendre tout en nous amusant! » *Élève*
« Le dialogue ouvert que nous avons avec le personnel aide à prévenir les problèmes avant qu'ils n'arrivent. » *Parent*
« Nous avons à cœur les succès de chaque élève [...] et nous travaillons en équipe. » *Enseignante*

Dans la voie du succès

- Organiser des rencontres entre le personnel enseignant du cycle moyen, et des collègues des écoles d'une même famille d'écoles pour connaître et exploiter davantage la Grammaire nouvelle.
- Partager une journée pédagogique sur l'enseignement différencié avec une autre école de notre famille d'école.
- Donner l'occasion à l'enseignante accompagnatrice qui œuvre dans trois écoles élémentaires de la même famille d'écoles de partager les pratiques réussies et les ressources.
- Partager les pratiques réussies et les ressources entre trois écoles élémentaires de la même famille d'écoles avec l'appui d'une accompagnatrice.
- Continuer les blocs de littératie et de numératie.
- Appliquer des stratégies efficaces visant à réduire l'écart de rendement en littératie et en numératie entre les filles et les garçons.

École élémentaire catholique Saint-Guillaume

Conseil des écoles catholiques de langue française du Centre-Est
Vars, Ontario

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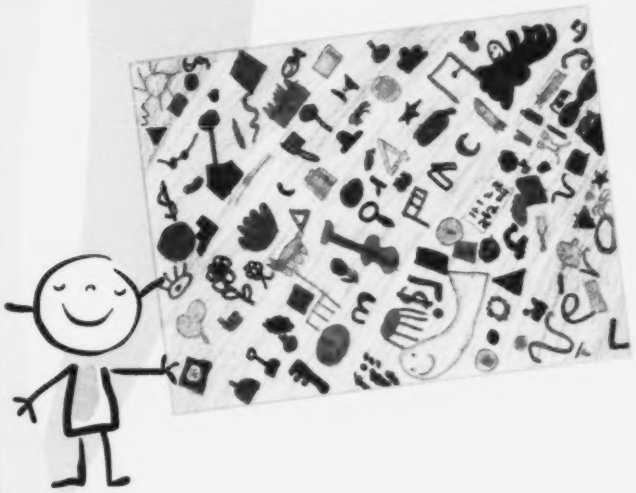

Un aperçu

Les élèves...
- acceptent volontiers la responsabilité de diverses tâches : en classe, à l'école, et sur l'autobus;
- participent activement aux activités sociales et sportives organisées par l'école.

Parents ...
- appuient l'école dans une variété d'activités : demandes de subvention et nombreux projets;
- encouragent toute la communauté à prendre une part active dans la vie de l'école.

L'école

L'école Saint-Guillaume tient une place unique dans la communauté de Vars. Saint-Guillaume est un pivot important qui oriente et favorise la vie communautaire. Chez nous, le partenariat école-communauté est bien vivant et encourage non seulement les parents, mais également toute la communauté à prendre une part active dans la vie scolaire de leurs enfants. À l'intérieur de cette petite école rurale francophone de l'Est ontarien, tous les membres de l'équipe (enseignants, éducatrices, secrétaire, concierge, surveillantes du diner) connaissent bien les élèves et leurs parents. Les parents font régulièrement du bénévolat à l'école dans une variété d'activités.

Nous croyons tous à la réussite des élèves. L'école a développé sa propre vision avec les élèves et les parents, et elle rejoint celle du conseil scolaire. Pour favoriser la réussite des élèves, l'équipe discute régulièrement des cibles présentées dans notre plan d'affaires. L'équipe-école choisit ces cibles afin de répondre aux besoins réels des élèves. Nous organisons des activités sociales et sportives tout en préservant le temps d'apprentissage.

Les CAP respectent un horaire établi et la direction d'école est présente au début pour ensuite laisser l'équipe discuter et développer leur leadership. Un rapport est remis pour décrire les besoins des élèves à partir des données des CAP. Le conseil fixe des normes réalisables et fournit aux écoles un document qui regroupe les données pour faciliter l'analyse. Cette analyse nous fournit des pistes d'intervention auprès de nos élèves afin de soutenir leur réussite scolaire. L'évaluation est également un outil qui appuie l'apprentissage de l'élève puisque le résultat d'une évaluation donne au personnel enseignant des renseignements sur l'apprentissage.

Chacun accomplit sa part à l'école, ce qui favorise le développement d'un leadership partagé. Le personnel assume le leadership. La direction d'école et le personnel participent aux activités de la communauté. Nous contribuons tous à la fierté de l'école, du milieu et de notre culture.

Une amélioration continue

Les résultats des élèves de 3e année aux évaluations de l'OQRE se sont considérablement améliorés au cours des quatre dernières années. De ce fait, de hauts niveaux d'apprentissage et de rendement ont été atteints. En outre, les résultats en lecture et en mathématiques des élèves de 6e année se sont grandement améliorés depuis les trois dernières années. Ces accomplissements reflètent un engagement à soutenir de hauts niveaux d'apprentissage et de rendement des élèves.

Des efforts couronnés de succès

- Notre conseil d'école contribue de façon positive et constructive au développement et à la mise en place de nos priorités et à la mise en œuvre de notre mission pour soutenir les efforts du personnel dans la réussite des élèves.
- Afin de favoriser l'apprentissage de nos élèves, nous créons un environnement sécurisant où le sentiment d'appartenance est continuellement encouragé. Cet environnement offre aux élèves l'opportunité de prendre des risques, de poser des questions, d'apprendre à l'intérieur d'une approche personnalisée (les styles d'enseignement varient pour s'ajuster aux besoins des élèves par l'intermédiaire de thèmes accrocheurs).
- La forte rétention du personnel à Saint-Guillaume est une preuve indéniable de ce sentiment d'appartenance à ce milieu exceptionnel. Les élèves s'identifient facilement à leur école qui a un cachet particulier.

Le leadership dans la communauté de l'école

Lors des CAP nous discutons des stratégies les plus efficaces, du calibrage de nos évaluations et de la pyramide d'interventions. Le personnel identifie et utilise les stratégies les plus appropriées pour fournir à chaque élève l'appui nécessaire à sa réussite scolaire (services EED, IPLÉ, SOI, ALF-PDF, DA, etc.).

Des stratégies fondées sur des preuves

Nos équipes de collaboration (enseignantes et éducatrices) se rencontrent régulièrement pour discuter de la réussite de nos élèves. Les cibles de réussite (objectifs SMART) fournissent le cadre qui permet à chaque enseignante et enseignant, à l'équipe-cycle et à l'école d'harmoniser leurs efforts. Notre personnel profite de toutes les occasions qui se présentent pour échanger, s'entraider et collaborer avec des membres

d'autres écoles. Régulièrement, nous faisons appel à notre conseillère pédagogique pour assurer une formation et un appui afin d'améliorer l'harmonisation de nos efforts.

Le réseautage au service de l'apprentissage

- Le personnel enseignant connait les forces et les défis de chaque élève avant même son arrivée en classe et crée facilement un partenariat avec ses parents.
- Les échanges entre les professionnels de l'éducation de notre équipe se font dans un climat de confiance, d'entraide et de partage favorisant ainsi la réussite de tous nos élèves. Il est clair que cette équipe prend plaisir à travailler ensemble et à partager les bons moments.

« Travail + ton Effort = Réussite. Ensemble, on fait une grande différence. » *Enseignant*

« On travaille fort, mais c'est pour réussir. On se sent bien à l'école St-Guillaume. » *Élève*

« À Saint-Guillaume, nous avons la meilleure équipe. La communauté est un partenaire essentiel à notre réussite. S'engager, harmoniser et innover sont des ingrédients essentiels à notre réussite. » *Directeur de l'école*

« Saint-Guillaume, c'est comme une grande famille où il fait bon vivre et apprendre. » *Parent*

Dans la voie du succès

- Comparer, au cycle préparatoire, le rendement des élèves inscrits à la maternelle à temps plein et celui des élèves partageant leur temps entre la maternelle et le service de garde.
- Maximiser l'intégration des matières.

École élémentaire catholique St-Joseph

Conseil scolaire catholique Franco-Nord
Sturgeon Falls, Ontario

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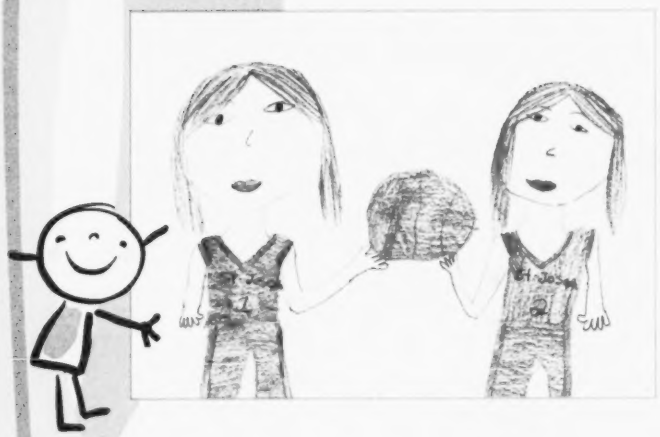

Un aperçu

Les élèves...
- participent à la préparation des émissions du matin;
- utilisent le tableau blanc interactif dans leur apprentissage;
- participent au processus d'évaluation de leur apprentissage.

Les parents...
- identifient leurs besoins par le biais d'un sondage mené par l'école, ainsi que le soutien que l'école peut leur offrir;
- sont toujours les bienvenus aux diverses activités.

L'école

L'école élémentaire catholique St-Joseph dessert une communauté dont 10 % de la clientèle bénéficie du programme d'Actualisation linguistique en français dans un milieu rural mixte. Trente-trois pour cent des élèves requièrent des services à l'enfance en difficulté. L'école offre un programme d'habiletés sociales, un programme de petit déjeuner, une garderie avant et après les heures de classe, un programme de littératie durant l'été et des ralliements ou activités à grand déploiement au sein de l'école permettant aux élèves de vivre leur foi et leur culture. Les approches d'enseignement et d'apprentissage sont partagées lors des rencontres régulières des équipes collaboratives de chaque cycle, dans un local réservé et bien muni à ces fins. Ainsi, le personnel bénéficie des forces, connaissances et compétences de chacune et chacun. L'école est dotée de tableaux blancs interactifs dans chaque salle de classe et la programmation est conçue pour l'utilisation efficace de cette technologie. Les émissions du matin sont montées par le personnel et les élèves et sont diffusées par l'entremise de cet outil.

Une amélioration continue

Les résultats des élèves de 6e année aux évaluations de l'OQRE se sont considérablement améliorés au cours des quatre dernières années. Les résultats des élèves de 6e année dépassent l'objectif de voir 75 % des élèves de 6e année de l'Ontario atteindre ou dépasser la norme provinciale. On a également constaté des progrès continus dans les résultats en lecture et en écriture des élèves de 3e année. Ces accomplissements confirment l'engagement du personnel à soutenir de hauts niveaux d'apprentissage et de rendement des élèves.

Des efforts couronnés de succès

- La création des cercles de lecture, l'enseignement différencié et la collaboration de l'équipe ont été les formules gagnantes pour l'amélioration du rendement des élèves.
- Les CAP en après-midi à intervalle régulier et l'appui du conseil scolaire dans les formations ont contribué au succès du personnel et des élèves.

- Le temps de préparation des enseignantes et enseignants de chaque niveau est planifié à la même heure pour qu'ils puissent préparer ensemble leurs classes et soutenir l'harmonisation des outils et des pratiques.
- L'horaire de l'école prévoit des blocs ininterrompus de 100 minutes en littératie et 60 minutes en numératie.

Leadership dans la communauté de l'école

Il y a trois ans, nous étions une école PICO 1. Nous avons retroussé nos manches en nous basant sur les Guides d'enseignement efficace. L'harmonisation des pratiques, l'horaire, la gestion de l'école et de la salle de classe ainsi que l'utilisation de copies types en littératie et en numératie nous ont aidés à cheminer. L'enseignement explicite à tous les niveaux et l'engagement des élèves à participer aux évaluations ont contribué à nos réussites. Les rencontres en CAP permettent l'analyse des données pour bien planifier nos cercles de lecture.

Des stratégies fondées sur des preuves

L'analyse des données a permis au personnel de cibler davantage les stratégies d'enseignement.

Au cycle préparatoire : l'évaluation d'après les méprises, drapeaux jaunes et rouges en conscience phonologique ou à l'IPAS; aux cycles primaire et moyen : l'évaluation GB+, DRA, les résultats de l'OQRE.

Le réseautage au service de l'apprentissage

- ***L'école :*** l'échange des données entre années d'études en début d'année et un regard sur les profils de classe pour les élèves en difficulté.
- ***La famille d'écoles :*** des activités sont prévues pour les titulaires des classes de 3e et 6e année pour la préparation au test de l'OQRE, et des rencontres sont organisées pour les leaders des écoles. Les directions participent activement à un réseau de familles d'écoles.

- ***Le conseil scolaire :*** une conseillère pédagogique guide les enseignantes et enseignants pour l'évaluation, pour le cycle préparatoire, le PEI; visites fréquentes de la surintendante.
- ***La communauté :*** l'école est présente dans la communauté, offre des activités, garde des liens avec les services communautaires (Services policiers et d'incendies, Services de garde, maisons pour ainés, Centre récréatif).

« À l'école St-Joseph, mes enfants profitent d'un enseignement de qualité grâce à son personnel engagé. Le bon nombre d'activités qui se déroulent à cette école viennent enrichir le quotidien de mes enfants. Une chose est certaine, à St-Joseph, ça bouge! » *Parent*

« Les profs nous aident à mieux réussir notre année en expliquant bien ce qui est demandé de nous à l'aide du tableau interactif. » *Élève*

« La culture organisationnelle et celle de collaboration créées dans l'école ont fait toute la différence dans notre cheminement vers [...] l'amélioration du rendement. » *Directrice de l'école*

« Une vision commune et une collaboration d'équipe ne peuvent [...] qu'augmenter nos résultats. » *Enseignante*

Dans la voie du succès

- Avoir une plus grande participation des parents aux sessions de formation et d'information afin d'augmenter le rendement des élèves.
- Trouver une stratégie afin de permettre au personnel d'une même année d'études d'échanger des pratiques réussies.
- Établir des liens avec le personnel et les élèves du cycle intermédiaire.
- Rejoindre davantage nos élèves ayant des difficultés d'apprentissage.

École élémentaire catholique Ste-Thérèse

Conseil scolaire de district des écoles catholiques du Sud-Ouest
Windsor, Ontario

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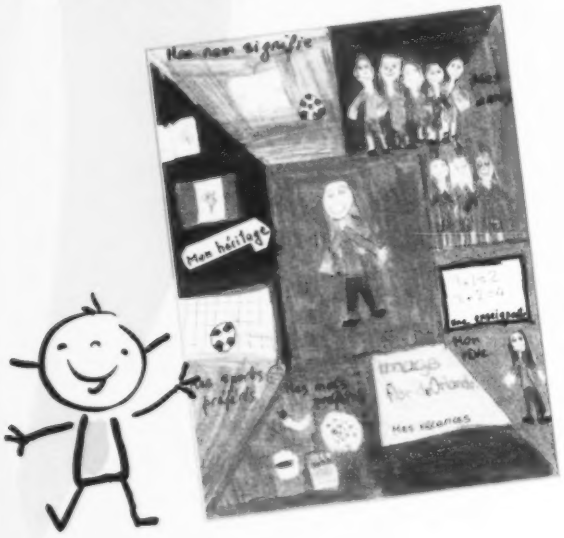


Un aperçu

Les élèves...
- profitent de stratégies visant leur développement intellectuel, physique et moral;
- profitent d'un enseignement différencié prenant en considérations leurs réussites, leurs défis et leurs intérêts.

Les parents...
- communiquent avec le personnel de l'école sur une base continue;
- collaborent étroitement avec les titulaires de classe et les intervenants au profit des élèves à risque ou en difficulté.

L'école

L'école catholique Ste-Thérèse située au centre-ville de Windsor dessert une communauté multiculturelle comptant 370 élèves. Environ 90 % des familles ont une langue maternelle autre que le français. Dans un climat de sécurité et de confiance, le personnel travaille en collaboration.

La philosophie de l'école est que tous les élèves peuvent réussir. Les stratégies utilisées en salle de classe contribuent au développement intellectuel, physique et moral de chaque élève. L'école œuvre à former des penseurs critiques tout en développant le côté affectif.

Une amélioration continue

Les résultats aux évaluations de l'OQRE au cours des trois dernières années révèlent les hauts niveaux de rendement des élèves. Entre quatre-vingt-cinq et quatre-vingt-douze pour cent des élèves de 6e année atteignent ou dépassent la norme provinciale. Quatre-vingt-un pour cent des élèves de 3e année présentent des résultats semblables en lecture; quatre-vingt-dix-huit pour cent en écriture et soixante et onze pour cent en mathématiques. Ces accomplissements reflètent un engagement à appuyer chaque élève dans un milieu qui a récemment connu de nombreux enjeux économiques.

Des efforts couronnés de succès

- L'enseignement explicite de diverses stratégies en lecture et en communication orale à tous les niveaux.
- La participation à une webémission sur la communication orale au cycle préparatoire.
- Le modelage à l'interne par des enseignantes et enseignants.
- Les élèves utilisent le langage de stratégies et développent des compétences métacognitives.
- Un horaire qui permet des blocs de littératie ininterrompus et du temps de planification où les enseignantes et enseignants du même cycle travaillent en collaboration pour faciliter la planification et harmoniser les évaluations.
- Les stratégies du « Pourquoi 3 » et faire des liens avec le vécu.
- Les questions de la « Taxonomie de Bloom » sont exploitées dans toutes les situations de lecture afin de développer les habiletés supérieures de la pensée.

Leadership dans la communauté de l'école

Le directeur est un leader pédagogique actif, présent aux réunions des CAP. Il valorise les forces de chaque membre du personnel. Le partage des pratiques réussies est un élément essentiel des CAP. Au sein de chaque cycle, on reconnait le potentiel du personnel et le leadership de chacune et chacun. Le partage des responsabilités lors des rencontres du comité d'amélioration, des journées pédagogiques, des activités axées sur la francité et la catholicité favorisent les forces du personnel.

Des stratégies fondées sur des preuves

L'analyse des résultats de l'OQRE permet d'établir des cibles en lecture, en communication orale et en mathématiques et de développer le questionnement basé sur la « Taxonomie de Bloom », la stratégie du « Pourquoi 3 » et les liens avec le vécu.

Lors des CAP, les tableaux de pistage en lecture du Jardin à la 4e année et celui de l'enfance en difficulté (EED), nous permettent d'établir des stratégies ciblées pour les élèves à risque et des stratégies de différenciation en salle de classe.

Les tableaux d'affichage et les pochettes de succès valorisent les travaux des élèves et les mettent en évidence.

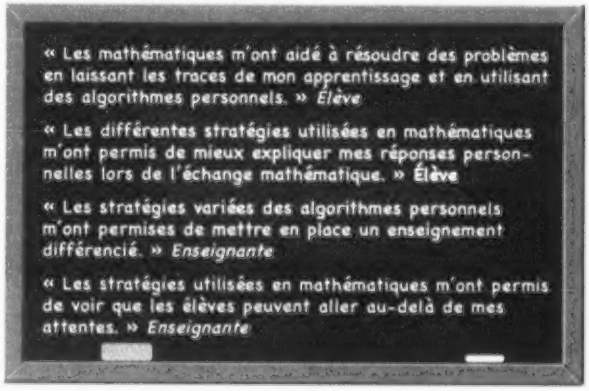
Les stratégies en salle de classe sont affichées et les traces de l'apprentissage des élèves sont visibles dans leurs travaux.

Nous ciblons des parcours pour tous nos élèves afin d'assurer leur cheminement (en numératie et en littératie).

Le réseautage au service de l'apprentissage

- Leader à chaque cycle partage les informations et facilite la mise en œuvre des cibles au niveau de chaque cycle.
- Temps de préparation par années d'études afin de planifier et partager les pratiques réussies.

- Accompagnatrice et enseignante-ressource travaillent étroitement afin de répondre aux besoins spécifiques de tous les élèves et du personnel enseignant.
- Rencontres régulières des CAP et formation.
- Visites d'écoles et partage de pratiques réussies.
- Jumelage d'écoles lors des CAP, journées pédagogiques.
- Rencontres régulières des accompagnatrices et enseignantes-ressources.
- Visite de la surintendance.
- Webémissions, entrevues avec l'OQRE et participation aux présentations diverses au sein du CSDECSO.


« Les mathématiques m'ont aidé à résoudre des problèmes en laissant les traces de mon apprentissage et en utilisant des algorithmes personnels. » Élève
« Les différentes stratégies utilisées en mathématiques m'ont permis de mieux expliquer mes réponses personnelles lors de l'échange mathématique. » Élève
« Les stratégies variées des algorithmes personnels m'ont permises de mettre en place un enseignement différencié. » Enseignante
« Les stratégies utilisées en mathématiques m'ont permis de voir que les élèves peuvent aller au-delà de mes attentes. » Enseignante

Dans la voie du succès

Afin d'œuvrer vers un succès continu, nous voulons :

- Développer la résolution de problèmes dans toutes les matières, notamment en numératie, en ciblant les stratégies personnelles des élèves et leurs habiletés à laisser des traces de leur raisonnement tout en encourageant les activités de collaboration, le coenseignement, la manipulation et la formation continue avec FARE.
- Exploiter davantage, aux cycles moyen et intermédiaire, le questionnement et les habiletés supérieures de la pensée; travailler davantage la littératie critique afin de développer des lecteurs critiques qui pourront porter des jugements, faire des inférences et développer leur créativité.
- Continuer de fournir un bloc de littératie équilibré et l'intégration des matières.
- Lors des CAP et des discussions pédagogiques, travailler davantage sur l'harmonisation des évaluations à tous les niveaux.

École élémentaire publique Kanata

Conseil des écoles publiques de l'Est de l'Ontario
Kanata, Ontario

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Un aperçu

Les élèves...
- participent activement à la vie de l'école;
- sont consultés concernant les choix d'activités;
- démontrent les bons attributs du développement du caractère.

Les parents...
- s'impliquent activement dans l'école et l'éducation de leurs enfants;
- participent en grand nombre aux rencontres du conseil d'école et aux discussions concernant les résultats de l'OQRE et la rédaction du plan d'amélioration de l'école;
- sont appréciés et leurs points de vue sont écoutés par le personnel enseignant pour favoriser l'apprentissage des élèves.

L'école

L'école est en grande croissance et accueille plus de 500 élèves de la maternelle à la 8e année provenant de familles exogames dans un milieu majoritairement anglophone. Les parents s'impliquent activement dans l'école et l'éducation de leurs enfants. La majorité des parents sont des professionnels qui travaillent dans le domaine de la haute technologie. Le jeune personnel de l'école démontre une grande ouverture d'esprit face aux différentes approches du Secrétariat de la littératie et de la numératie. Un service de garderie avant et après les heures de classe est offert aux familles. Le personnel a fait de grands progrès dans le domaine de l'enseignement différencié grâce à l'investissement de ressources afin de créer un centre de littératie. L'analyse par item permet d'établir des objectifs d'amélioration communs et de cibler certains élèves. L'harmonisation des pratiques, des stratégies de lecture, du code de correction en écriture et des ressources en lecture partagée ont entrainé une hausse des résultats. L'engagement du personnel aux communautés d'apprentissage professionnelles appuie les élèves dans leur apprentissage et contribue à leur réussite.

Une amélioration continue

Les résultats des élèves de 6e année en lecture, en écriture et en mathématiques aux évaluations de l'OQRE des cinq dernières années révèlent de hauts niveaux de rendement et démontrent un engagement à soutenir de hauts niveaux d'apprentissage et de rendement des élèves. Les plus récents résultats des élèves de 3e année illustrent également de hauts niveaux de rendement. Ces accomplissements reflètent aussi l'importance accordée aux stratégies ciblées pour appuyer chaque élève.

Des efforts couronnés de succès

- L'implantation de centres d'apprentissage fondés sur les besoins des élèves vise à diversifier les activités d'apprentissage tout en augmentant la motivation des élèves.
- L'évaluation diagnostique GB+ et les évaluations fréquentes avec la fiche d'observation en lecture nous ont aidées à orienter nos lectures guidées et à travailler davantage avec les élèves ciblés.
- Grâce à la collaboration d'un sous-comité du conseil d'école, nous avons pu centraliser les ressources en littératie et en numératie dans une salle réservée au personnel.

Le leadership dans la communauté de l'école

Un partenariat avec le Club Optimiste permet aux familles de Kanata de visionner des films en français dans les locaux de l'école. L'animation des lectures nous provient de la bibliothèque municipale. La collaboration des parents contribue à la mobilisation de partenaires communautaires afin de poursuivre le Projet Vert et d'y engager les élèves.

Des stratégies fondées sur des preuves

La cueillette de données et l'analyse par item et par cycle servent à déterminer collectivement les forces et les défis de nos élèves et à élaborer des stratégies pour améliorer les résultats tout en ciblant des élèves qui pourraient, avec de l'appui, atteindre le niveau 3. L'implantation de blocs de littératie et de numératie favorise l'apprentissage en petits groupes et nous donne l'occasion d'approfondir la différenciation pédagogique et de cibler nos interventions. L'intervenante en construction identitaire exploite les approches en communication orale préconisées par le Secrétariat de la littératie et de la numératie.

Le réseautage au service de l'apprentissage

Le fait d'établir un placement stratégique du personnel enseignant aux différents niveaux scolaires nous permet de favoriser le travail d'équipe et le leadership partagé. De cette façon, le personnel enseignant a l'occasion d'harmoniser ses pratiques lors des périodes de temps réservées à la préparation des cours. De cette façon, le temps de préparation sera l'occasion idéale pour que le personnel enseignant d'un même niveau puisse harmoniser ses pratiques. Nous élaborons un portfolio des stratégies gagnantes des élèves ciblés afin de les partager avec la ou le titulaire qui enseignera à l'élève au cours de sa prochaine année d'études. En nous jumelant avec le personnel d'une plus petite école du conseil dont les rencontres des communautés

d'apprentissage professionnelles sont par cycle et non par année d'études, nous pouvons partager le travail accompli et établir un réseau professionnel.

« Les enseignants s'assurent que tous comprennent la matière avant d'aller plus loin. » *Élève*

« Le travail d'équipe et l'engagement de tous font en sorte qu'on est toujours en train de trouver des moyens pour faire progresser nos élèves car leurs besoins et l'amélioration de leur rendement sont toujours notre priorité. Cette ambiance de travail d'équipe nous motive. » *Enseignante*

« L'école élémentaire Kanata ne pourrait connaître autant de succès sans un travail d'équipe regroupant une direction dynamique qui met l'emphase sur le développement et l'apprentissage, un personnel engagé soucieux de la réussite de chaque élève, des enfants stimulés et des parents impliqués qui travaillent en étroite collaboration avec le personnel que ce soit dans les salles de classe, par le biais du conseil d'école ou à la maison en offrant l'encadrement nécessaire. C'est cette combinaison gagnante qui fait la force de notre école. » *Parent*

Dans la voie du succès

- Intégrer le partage des pratiques réussies à l'ordre du jour des réunions du personnel.
- Connaitre les réussites des autres écoles afin d'améliorer la culture de collaboration dans nos communautés d'apprentissage professionnelles.
- Analyser et interpréter les données quantitatives (bulletins, OQRE, etc.).
- Apprendre à aligner davantage nos décisions avec les recherches.
- Mettre sur pied un comité consultatif pour maximiser le temps d'enseignement.
- Obtenir l'appui du conseil scolaire pour la mise en œuvre des rencontres en CAP afin de discuter, de clarifier, de partager des ressources et d'échanger des stratégies gagnantes.
- Mettre sur pied un mécanisme pour assurer une relève efficace durant les congés de maternité.

Gosford Public School

Toronto District School Board
Toronto, Ontario

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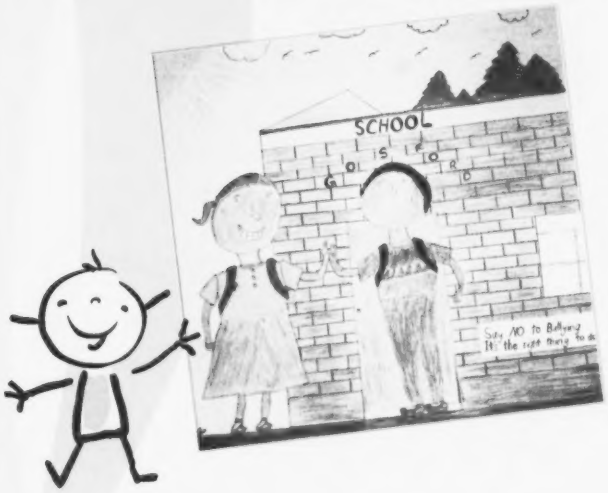

Some Snapshots

Students ...

- are encouraged to think divergently and creatively, to solve problems and to express their opinions
- participate in an enriched arts program from dance to visual arts to drama to support literacy (e.g., Gosford is a "Learning Through the Arts" school)
- enjoy a full range of intramural and team sports (e.g., basketball, soccer, 3 pitch, hockey)
- participate in lots of clubs and programs (e.g., Blue Spruce Reading Club, Silver Birch Book Club, Green Club, Little Ladies 4 Life, Boys to Men, Future Aces, Second Step)

Parents ...

- are warmly welcomed and are encouraged to be an integral part of the school community
- assist with School Council, Nutrition Program, extracurricular activities and excursions
- connect with the school for Family Literacy Day activities, Literacy Evenings, School Concerts, EQAO Information Nights and Parent Workshops

About the School ...

Gosford is a Junior Kindergarten to Grade 5 school at "Jane and Finch" – a neighbourhood in the northwest corner of Toronto that is a densely populated, extremely diverse and fighting hard for renewal. On a number of measures (e.g., the Learning Opportunities Index), this inner-city school is among the most highly challenged in the city, with a disproportionate number of children and their families facing circumstances of isolation, social adjustment and financial stress.

"The media has profiled the area with 'low expectations'," says the SO for Gosford's family of schools, "but this school is making a difference." For Gosford students, all 290 of them, all excuses for underachievement, no matter how daunting, are off the table. In the words of a parent, "No child is left behind. They expect the utmost best from every child." With student learning and achievement beginning to climb, the school is recognized in the community as a source of transformation.

Ongoing improvement ...

In 2003-04, EQAO results for Gosford Public School showed fewer than 50 per cent of students were achieving at or above the provincial standard in all Grade 3 assessment areas. In 2007-08, EQAO results were all above 80 per cent. The increases ranged between 22 and 32 percentage points across all assessment areas. These results reflect the hard work of the school in the endeavour of improving student learning and achievement.

Success after struggle ...

Gosford has participated in the Early Years Literacy Project and the Ministry OFIP program, both of which have brought additional resources of research, personnel and PD to the school. One area of particular concern was the difficulty that a number of Gosford children were experiencing in learning to read, a concern shared by other schools in their family of schools. Together these schools undertook an action research project in order to identify effective evidence-informed instructional strategies. The knowledge generated by this project was then used by Gosford teachers to provide intensive, daily reading instruction for a group of low-achieving students in each class. Recognizing the need for differentiated instruction, teachers used

assessment data to guide the selection of teaching approaches. Teacher collaboration increased and teaching practices were changed, resulting in an increased quality of instruction – and improved student results.

Another key area for change was school climate – behavioural concerns were impacting classroom programming and student learning. Recognizing the need to maximize time devoted to learning each day, the school team undertook a number of initiatives simultaneously. The School Code of Conduct was rewritten in student-friendly language. Direct teaching of expectations was also undertaken to help students learn and practise appropriate behaviour. All teachers, educational assistants and special needs assistants participated in school-based TRIBES training sessions.

Teaching, learning and leading ...

Use of data to inform instruction. Early in the school year, teachers work together to unpack EQAO results to determine student strengths and identify concepts and skills that they need to address. Data from student assessments, such as CAPS (Concepts About Print), DRA (Developmental Reading Assessment) and CASI (Comprehension, Attitude, Strategies, Interests), are gathered and analyzed to serve as a guide for meeting the specific needs of each student. Progress in reading in the primary division is monitored through monthly Running Records. Other assessment tools and guides, such as rubrics and exemplars, are used regularly throughout all grade levels and in many curriculum areas to assist teachers in focusing instruction and to guide students in achieving higher-level responses.

Focused instruction. Through a process of modelling/thinking aloud, shared and guided learning experiences and opportunities for students to apply their learning independently and in small groups, teachers gradually release responsibility for learning to the students. Q Charts serve as a guide for higher-order questioning and anchor charts, created with the students and posted in the classroom for future reference, assist students when they are responding to complex questions. Curriculum expectations are often clustered to align concepts across various subject areas. Students are challenged to think critically and are provided with lots of practice identifying main ideas and concepts, providing proof for their ideas and a rationale for a strategy chosen to solve a problem. They are encouraged to make connections to books and classroom experiences by relating "big ideas" to their own life, other texts and media as well as to the world in which they live.

Students receive direct instruction in making inferences, identifying points of view, formulating their own opinions and communicating ideas clearly and meaningfully.

Professional learning communities. Meeting regularly in professional learning teams has increased collaboration among staff and has encouraged a more reflective approach to teaching and learning. By conscientiously following a teaching-learning pathway approach in literacy, staff have examined curriculum expectations in detail, explored new assessment approaches, asked thoughtful questions, used evidence-informed strategies – and reached consensus on the necessary components of higher-level student responses. Gosford is a hub lead school with three other schools in the family of schools, deepening its commitment to research, reflection, dialogue and continuous improvement.

"Everyone can see how dedicated the teachers are ... parents can call the school at any time. Teachers are accessible before and after school." *Parent*

"We build on the children's strengths to keep all children as part of the group. We embrace all the special moments." *Teacher*

"Kids know their own learning goals and they know what to focus on. And how to get help." *Teacher*

"We help children to see that there is a thought process. We help them to see their own thinking processes." *Teacher*

"Changing the mindset of the children that 'You can' and the parents to believe 'Their kids can' is a whole big piece of what makes Gosford stand out." *Supervisory Officer*

Moving into the Future

- explore strategies to foster high-level mathematical reasoning and problem solving and to assist students in communicating their understanding of concepts.
- create a numeracy room to share professional resources and materials
- learn more about using interactive SMART Boards to enhance learning throughout the curriculum

Grandview Public School

Durham District School Board
Oshawa, Ontario

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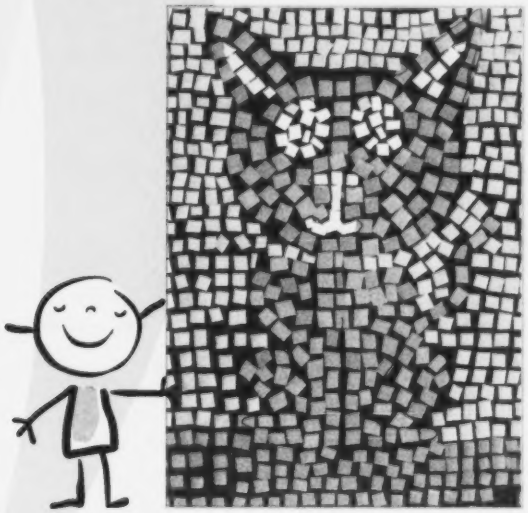


Some Snapshots

Students ...

- take part in Excellence Assemblies (celebrating achievements in academics, arts, athletics, attitude) and Literacy Sharing Days (multi-grade groups meet to read their own writing)
- compete in Legion Remembrance Day Writing Contest and Durham District's Penstrokes and perform in Captivate Media Festival
- participate in the School Community Council's mini-stick tournament (student and staff teams compete, students act as referees and score keepers)
- take advantage of homework drop-in in the library/computer lab/SERT office (before, at recess, over lunch) and social skills recess activity program

Parents ...

- volunteer regularly in classrooms and the library
- fundraise and donate materials to support programs, such as "Scientists in the School"
- use the school website to work with children (each class page provides information to support learning – educational links, assignment information, suggestions for student improvement and opportunities for additional support)

About the school ...

Grandview Public School is located in Oshawa, a city on the Lake Ontario shoreline that has been a major centre for the Canadian automotive industry. The school, in the southeastern part of town, offers a Kindergarten to Grade 8 program to approximately 275 students, the majority of whom walk to school. Many students face economic challenges (approximately 40 per cent of parents/guardians have not completed high school) and many struggle with physical and communication disabilities (including autism, mild intellectual disability and visual impairment). Yet the school's vision of excellence prevails, with students and their families celebrating achievement in a range of school activities from academics to arts to athletics.

Grandview has made steady progress over the last few years on the Primary and Junior EQAO assessments. The most recent assessment had very positive results, with a 100 participation rate – including students working on Individual Education Plans (23 per cent in Grade 6, 20 per cent in Grade 3). According to the principal, the foundation for improved student learning and achievement is "the empowering structures put in place by previous leadership and the internal drive of individual staff. Grandview staff persist in attempting new strategies to support their students. Continual reflection and adjustment to practice are evident – teachers became their own professional learning community!"

Ongoing improvement ...

Seventy-seven per cent of Grandview students are now achieving at or above the provincial standard in Grade 3 reading, with 83 per cent in writing and in mathematics. Each of the Grade 6 assessment results have increased by at least 20 percentage points.

Success after struggle ...

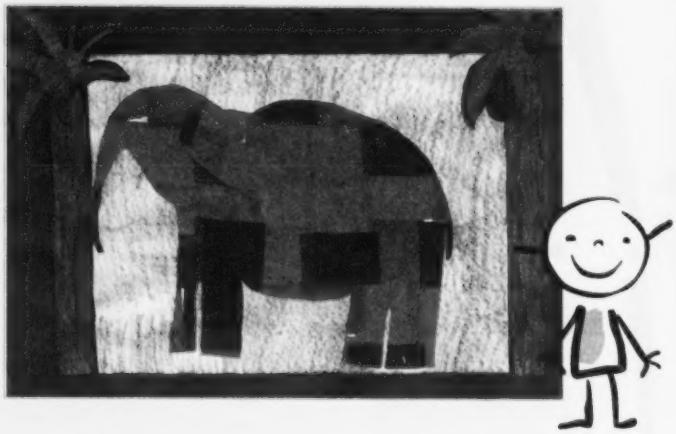
Change began to take hold with a clear commitment to working together on behalf of student learning and achievement. The school adopted a professional learning community model to foster collaboration among the principal, teachers and support staff (special education resource teacher, teacher-librarian, literacy coach, literacy and numeracy facilitator) with one end in mind – namely, to build success for each and every student. PLC meetings began with reviewing data and setting reading targets, followed by table talk focused on a SMART goal set by each individual teacher to improve reading for an individual student. Professional dialogue focused on sharing best practices and next steps to improving literacy throughout the school. The PLC model evolved to regular divisional PLCs, focused on both literacy and numeracy, and most recently into hubs/networks exploring key issues among local area schools.

Grandview is built as a back split so that each division has its own floor, with three or four classrooms on each. This structure created a natural isolation between divisions. The initial planning through the divisional PLC promoted more consistency within each division. Since there is often only one class per grade, teachers had previously worked individually on their separate grade programs. Through active dialogue and implementation of similar strategies, each division has moved toward a common approach for learning in literacy and mathematics. These strategies began to be shared by divisional PLCs and have since developed into a school-wide approach so that students are presented with similar formats and structures each year as they progress through the grades. In mathematics, for example, all teachers are using the same template of numbers, pictures and words to support problem solving. In literacy activities, teachers initially used a pneumonic strategy to help students extend and enhance answers. Now they have developed a more sophisticated framework for students as they continue to reflect on the best way to get deeper responses from students.

Teaching, learning and leading ...

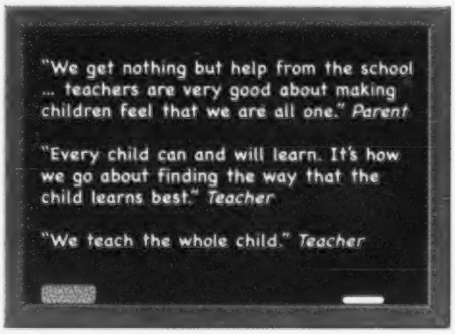
Descriptive feedback. Setting high standards is key to improving learning. But just as important is providing students with the necessary, "just-in-time" feedback so that they can reach the next level. Teachers work together to provide students with the information needed to improve. They share learning goals with students and the feedback they provide relates directly to these goals. Primary teachers have used a "rainbow template" provided by their literacy coach. All teachers use trait-specific comments to provide specific, descriptive feedback (verbal and/or written, as appropriate).

Gradual release of responsibility. Moving beyond basic reading toward critical literacy where students can analyze text and search for deeper meaning and connections has been a goal in all grade levels. Teachers have scaffolded higher-order thinking skills by first modelling the new learning through these activities, then supporting independent work and then helping students transfer these skills to other subject areas. Student-generated anchor charts are used extensively to facilitate scaffolding for all types of learners. Regular opportunities for students to refine written work and share written responses among peers has provided visual exemplars of quality grade-level work.



Coaching. A positive coaching environment requires trust and persistence. Building relationships that make it safe to open classroom doors and share challenges creates a positive collaborative culture. Having the support from peer "experts" (literacy and numeracy coaches) has been significant in sustaining growth and change. Teachers now "coach" one another and readily request help and clarification to improve their practice. The teacher-librarian team teaches with staff to support the use of research and multi-media units. The literacy coach and SERT work closely with teachers to support programs.

Technology. Technology is a large component of programming at Grandview not only in the self-contained classrooms for Multiple Exceptionalities and Behaviour Assessment but also throughout the whole school. Assistive technology, such as Kurzweil and Premier Suite, is available for identified students, as well as those who are struggling. The development of student multi-media presentations has been increased with the purchase of a SMART Board for the library last year.


"We get nothing but help from the school ... teachers are very good about making children feel that we are all one." *Parent*
"Every child can and will learn. It's how we go about finding the way that the child learns best." *Teacher*
"We teach the whole child." *Teacher*

Moving into the future

- explore and implement new learning strategies that will help to differentiate instruction for students who are struggling
- find opportunities to meet with other staff and other schools to revitalize family of schools initiatives in literacy and numeracy
- continue to develop inclusive practices (interested especially in uses of technology to support exceptional students and those who are struggling)
- continue to develop non-fiction reading and writing skills
- continue to delve deeper into writing through the use of anchor charts and graphic organizers and to find ways to support students in giving more developed answers

Howick Central Public School

Avon Maitland District School Board

Gorrie, Ontario

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Some Snapshots

Students ...

- write (and draw) for the school's online newsletter, compete in an annual public speaking contest, bring home medals as "mathletes"
- support fundraisers not only for their school but for the broader community as well (e.g., took part in a "30 hour famine" for WorldVision, Terry Fox Run)
- enjoy a full range of athletic activities from skating, skiing and hockey to basketball, volleyball and cross-country running

Parents ...

- are involved in their school council
- raise funds for the school (e.g., Snack Program, new playground)
- volunteer for family days
- maintain school gardens

About the school ...

Howick Central Public School is located in Gorrie, a small town nestled in the farmlands of Howick Township in southwestern Ontario. The school serves approximately 300 students, Kindergarten to Grade 8, all bused in from the villages and hamlets of Huron County. With the recent downsizing and closures of local industries, many families are experiencing job losses and economic challenges. They appreciate Howick's efforts, in the words of a parent, "to partner with us to bring out the best in our kids." Not just parents and guardians, but students, too, recognize the school's open door policy, know they will be listened to and are comfortable bringing forward concerns or issues.

The core of Howick's philosophy is that it is the job of the school to make a difference for students, "to hone skills where the child is strong and support them where they need it." This philosophy, says the principal, makes us ask "How can we do this? How can we make a difference?" - and then come back to a challenge "until we make it work for kids." Staff members engage in "productive conflict" as they keep moving student learning and the improvement agenda forward, earning a reputation in the board as they do as leaders in using innovative technology to connect with other schools across the board. Teachers not only "stretch each child to get them to the next level" but stretch their own learning as well.

Ongoing improvement ...

The most recent EQAO results reflect significant improvement in all six EQAO assessments over the last three years. In all Grade 3 assessments, at least 75 per cent of the students are achieving at or above the provincial standard. Increases between 10 and 35 percentage points have been achieved in the Grade 6 assessments, reflecting a focus on improving student learning and achievement.

Success after struggle ...

Howick staff used data from both formative and summative assessments to zero-in on student strengths and areas of continuing need. One area of concern was the lack of progress boys seemed to be making in the literacy program. Staff began to focus on improving instruction in writing, introducing anchor charts, performance walls, graphic organizers and peer discussions as key strategies to help close the gaps in achievement. They also engaged in moderated marking to create more consistency, school-wide, in assessment criteria and standards. "We find moderating student work exciting," says a teacher, "because we got our ideas of next steps out on the table and the results were good for the kids." Over several years, Howick began to observe higher levels of achievement in student work samples and more spontaneous writing on the part of all students, including boys.

Learning for teachers at the school has been fostered by the opportunities funded by the district school board to meet in professional learning communities. Teachers express appreciation for this formalized embedded learning time and feel that PLCs are what has really made the difference in moving student achievement forward. Additionally, the principal is part of a "principal squadron" - three principals visit one another's schools on a regular basis, do walk-throughs, discuss evidence-based strategies and bring back their learning to their PLCs.

Teaching, learning and leading ...

Comprehensive literacy. The entire staff has focused on implementing a comprehensive literacy program in every classroom. Their professional learning communities, which meet across grades and divisions, provide a learning environment that has resulted in a richer classroom learning environment throughout the school. Literacy has been the focus of the entire school and the components of a comprehensive literacy program are visible in every classroom. Performance walls in every classroom show students what good work looks like. Non-fiction writing has been a school focus and staff members have noticed that particularly the Grade 6 boys are both more engaged and achieving better results.

"The teachers here are open to discussing options - they think outside the box to try various strategies." *Parent*

"The PLCs this year have been the most valuable experience in my whole career." *Teacher*

"We adapt so that kids can learn." *Teacher*

"People used to feel like they were stepping on each other's toes when they went into each other's classrooms - now they are comfortable." *Principal*

"When you talk to kids in the classrooms they can articulate how to use anchor charts and other aids to learning in the classroom." *Supervisory Officer*

Moving into the future

- learn more about how to support the learning of boys
- explore additional strategies for differentiating instruction
- do more networking for learning, particularly networking strategies for rural schools

Hyde Park Public School

Lakehead District School Board
Thunder Bay, Ontario

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Some Snapshots

Students ...

- are active in the day-to-day in the running of the school
- are engaged in Critical Pathway tasks (all classes work on the same meaningful book tasks)
- Grade 3 students help the younger ones during recess, on buses and at lunchtime

Parents ...

- participate in home reading programs, oral language take-home activities, family literacy evenings
- enjoy school phone calls (with their children on the line) to talk about successes, agenda communications and special events

About the school ...

Hyde Park is a Junior Kindergarten to Grade 3 school of just over 200 students in Thunder Bay, northwestern Ontario's largest city on the shores of Lake Superior. The school is located in the historic Fort William side of town, serving a mixed neighbourhood of professional workers and those in more challenging economic circumstances. Approximately 12 per cent of the student population self-identifies as aboriginal.

Everyone in the school has embraced the belief that all students can learn and they strive to create a circle of support for each child – of classroom, school and community – to ensure success. In the words of one parent, "The school takes learning beyond the walls of the school to include community." Not only does Hyde Park reach out to its immediate Thunder Bay community to find support for students, but it reaches out through the Northern Ontario Educational Leadership Consortium (NOEL) to schools and boards across the north to share strategies and practices to close student achievement gaps. The school participates in the Oral Language Assessment project, an action research network of Kindergarten and Primary teachers in eight northern school districts. They are finding that developing oral language skills, especially for aboriginal children, has a positive impact on early literacy and contributes to gains in student learning and achievement. The project at Hyde Park began in Kindergarten and now includes Grade 1 as well.

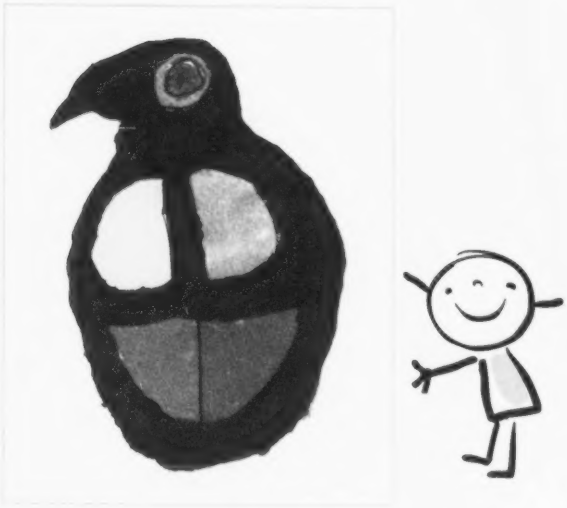
Ongoing improvement ....

There has been tremendous improvement in all Grade 3 EQAO assessment results over the past three years. In last year's assessment, 84 per cent of the students achieved at or above the provincial standard in reading, 86 per cent in writing and 92 per cent in mathematics. These results are well above the board and provincial results.

Success after struggle ....

When staff first began to look at how well their students were doing in provincial assessments, it was apparent to them that their students needed to improve their reading comprehension skills. Yet they were uncertain how to proceed. Teachers describe a gradual learning process that got everyone on the same page. First, they read professional resources texts, took part in professional dialogue to understand such terms as *inferring, evaluating* and *synthesizing*, and gave up their lunch break for book study. As their understanding grew, they become more consistent in how they used terms across the school. Teachers noticed that the children began to use the terms and understand them as well. "The kids in this school can speak at a very high level about what they are doing," noted the supervisory officer. Teacher learning had become a proxy for student learning.

As time progressed, staff members became more focused on reading comprehension strategies as their school-wide focus. Getting used to an "at-the-elbow" coach to guide them in the use of new instructional strategies took some adjustment, but staff quickly came to see the value. "It's one thing to hear about something," mentioned one teacher, "but it makes the most sense when you work with someone to put it into action." Teachers have worked over the past few years to build up a repertoire of approaches to meet the needs of all students in their classrooms. They have focused on monthly comprehension strategies – working intentionally with the students to explicitly teach, model and provide time for students to apply the strategy. The monthly strategy is developed across every classroom. As their knowledge and confidence grew, teachers decided to use strategies as required by the task and by student needs identified by data.



Teaching, Leading and Learning

Professional learning communities. Having the opportunity to meet monthly has allowed staff to use data to identify key areas for improvement and develop a consistent school-wide plan to address them. At each PLC meeting, teachers spend time sharing samples of student work to assess learning and make adjustments to strategies. The moderated marking of student work is the focus of their professional learning. Hyde Park has embarked this year on the formation of a teaching-learning pathway focused on one or two expectations over a six- to eight-week block of time. They are looking forward to learning with colleagues from other schools during this process.

Literacy and numeracy blocks. Large blocks of time for learning have enabled students to apply their oral, reading, writing and thinking skills to meaningful tasks. Students who require it are given "five extra doses" of literacy intervention every week – administered by teachers, older students, volunteers and EAs.

Reading-writing connections. Teachers begin by choosing a tried and true mentor text followed by an open-response question, explicit teaching and modelling. They have established routines for students on answering questions in depth. Moderated assessment has helped teachers to identify the areas where students need more explicit instruction in order to answer questions more completely.

Leadership team. Hyde Park has undergone several administrative and staffing changes in the past few years, but continues to move the school improvement agenda forward despite those changes. The staff have taken ownership for improving student achievement, as is evident by the effectiveness of various in-school committees (e.g., School Improvement, EQAO, School Effectiveness Team). The district school board has also played an important role in developing structures for learning. The principal attributes the district school board's Leadership Learning Teams with giving him the opportunity to learn more about what effective classrooms look and sound like across a variety of schools.

"Our kids are encouraged to learn here and they bring that learning home." *Parent*

"Everyone in this school believes in the potential of all the kids ... no one is left off to the side." *Parent*

"We work to create as many opportunities as possible for teachers to work and learn together." *Vice Principal*

"It's a journey to school improvement and it's OK to be at a certain point in the journey as long as we keep taking the next step." *Supervisory Officer*

Moving into the future

- learn more about how to develop robust questions to deepen student comprehension
- learn more about how to engage all parents in a diverse community

King George Public School

Near North District School Board
North Bay, Ontario

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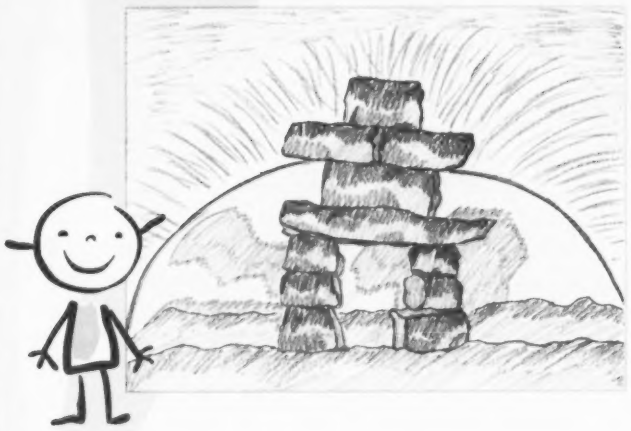


Some Snapshots

Students ...

- participate in the Green Earth Club, a volunteer-run, student-driven group that recycles in every classroom and charts weekly litter-less lunches
- perform in a multi-generational school choir, which is showcased at special events throughout the community
- are leaders on the playground and help make school routines run smoothly (e.g., delivery of morning announcements)

Parents ...

- support their School Advisory Council, which plans Literacy and Math Nights, Street Fairs, family suppers, as well as ongoing review of the School Improvement Plan
- volunteer in classrooms and work with staff to ensure that students grow to be caring, productive citizens

About the school ...

King George Public School is located in the downtown core of North Bay, a city on the shore of Lake Nipissing and symbolic gateway to the rugged country of northern Ontario. The school has deep roots in the community, describing itself, with pride, as Northern Ontario's "oldest school." This Junior Kindergarten to Grade 6 has 200 students.

"Setting the bar high for student achievement is our driving force," says the principal. This is coupled with an emphasis on character development. "We forged ahead with character development, consolidating relationships with parents and reinforcing caring and productive behaviour at our school with monthly student recognition ceremonies." The staff has embraced many evidence-based approaches to teaching and learning – among them, engaging students in higher-order thinking and using data to track and inform student progress.

Ongoing improvement ...

Significant improvement in all six assessment areas is reflected in 2007–08 EQAO results. Over the past three years, all of the Grade 3 assessments results have improved by at least 14 percentage points, while all of the Grade 6 assessment results have improved by at least 38 percentage points over the last four years. The school's results are significantly above the EQAO achievement results for the board.

Success after struggle ...

"We're a caring, sharing school," in the words of King George staff. "We coordinate with each other by division, as a staff, as a whole community, and we work as a team to deliver balanced literacy and mathematics programming." The teachers see themselves as EQAO teachers, so the significant drop in numbers of students achieving at or above the provincial expectations in 2006–07 was a great concern for them. They addressed their concern first by attending board workshops to reflect on and improve their instruction and then by moving their learning into practice – immediately! The workshops they attended focused on critical literacy, the better-answer formula, the three-part math lesson and the use of EQAO and CASI trends to drive instruction.

The strategies they learned at these workshops had a dramatic effect on improving student engagement and have led to significantly improved results. By examining results and engaging in moderated marking sessions, teachers have learned to set individualized targets for students. They are currently deepening their focus on student engagement and learning through participation in board-supported teaching-learning critical pathways.

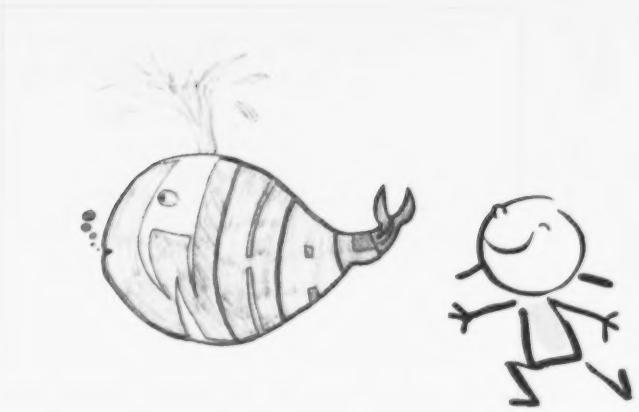
Teaching, learning and leading ...

Gradual release of responsibility. King George teachers deliver a balanced literacy program that involves the gradual release of responsibility for learning to students. Higher-order thinking, critical-questioning techniques and common EQAO terms are used in daily planning of activities that encourage students to make deeper and more personal connections to texts, to themselves and to the world around them. Literature circles, math congresses, and a range of sharing activities provide students with opportunities to understand themselves as learners. When teachers do assessments, they provide feedback in a timely fashion so that students can address areas that need improvement. They post exemplars, distribute rubrics before work is due and provide time for classmates to give input to one another before the assignment is handed in.

Three-part problem-solving-based lesson. King George teachers provide many opportunities for students to work on problem-solving strategies. Three-part lessons include common EQAO language, questioning techniques incorporated into daily lessons and the use of manipulatives. Teachers have agreed upon a school model for solving problems. Students discuss differences in approaches in a math congress session held at the end of the math period. They practise using math language and learn how their classmates can arrive at the same solution through different approaches.

Integration of technology. King George puts assistive technology at the fingertips of all students. Programs, such as Kurzweil 3000 and Co-Writer, have had a profound impact on helping exceptional students independently complete such assessments as CASI and EQAO. This technology has helped them build confidence in their ability to succeed.

Leadership in the school community. King George is fortunate to have within its ranks teachers who routinely take on leadership roles within the school. Commenting on how leadership roles are shared at the school, one teacher said, "I feel like a leader in our school and I'm the newbie!" There is a core group of teachers who spring into action as needed to take on the role of teacher-in-charge when the principal is away. Bi-monthly primary and junior PLCs are chaired by divisional



leaders, and both divisions have lead literacy and numeracy teachers who attend workshops and present new initiatives to staff. There is also a school-based literacy coach who, among other responsibilities, visits classrooms to demonstrate best practices to staff members. The board's current focus on teaching-learning critical pathways has inspired teachers to create "learning triads" where they implement specific literacy and numeracy goals.

"It doesn't matter if they watch TV or play hockey, when they join our music program they sing with joy and pride." *Senior volunteer (Interlink Generational Music Program)*

"We have a spider web of relationships that supports everyone." *Parent*

"The principal and teachers come over and say hi – even if they see us picking up our kids every day of the year." *Parent*

"Now our students stay on task in math because of accountable talk, math congress and the 'Aha' moments provide the relevance they need to succeed." *Teacher*

"The community knows that we believe that all students can achieve and that we embrace tradition while we welcome change." *Teacher*

Moving into the future

- continue integrating technology in classrooms, particularly SMART Boards and data projectors
- increase focus on numeracy
- provide more time for PLCs, with an emphasis on instructional strategies, resources and grade-level planning for teaching and assessment
- expand the role of the in-school literacy coach
- continue to build and strengthen partnerships with parents and community organizations

Lakeroad Public School

Lambton Kent District School Board

Sarnia, Ontario

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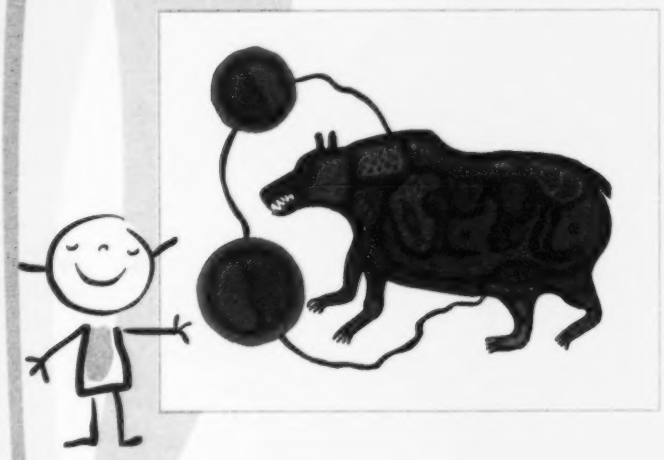

Some Snapshots

Students ...

- have input into decisions on the issues and policies that affect them – bullying, healthy living, resources and technology
- enjoy house-leagues, sports teams, drama and chess clubs
- participate in the Green Club, Grades 3 to 8, to educate themselves and others about saving our environment

Parents ...

- provide input into a range of school activities to support their child's progress
- participate in the School Council and volunteer committees
- enjoy the school's interactive website, which posts tips for parents and points to fun educational websites for students

About the school ...

Lakeroad Public School is a K–8 school in the north end of Sarnia, a busy border city and industrial and research centre on Lake Huron. The school has a population of approximately 190 students, about two-thirds drawn from the local neighbourhood and about one-third bused in from the south end of town.

The school embraces innovation in meeting student needs, recently introducing Palm Pilots, Senteo Clickers and SMART Boards. Teachers have seen how these tools can assist in meeting the differentiated learning needs of students, which has prompted further inquiry into the educational uses of technology. "Teachers here are learners themselves," said one parent. "The culture of learning is everywhere." Another said, "At Lakeroad, they're not afraid to go beyond the curriculum, to take it a step further, to innovate to meet students' needs." While the school emphasizes instructional innovation to meet student needs, it also has a keen interest in implementing character initiatives. During the current school year, the staff has made measurable progress in implementing the board's character development program, focusing monthly on one of the 10 traits (which range from citizenship to responsibility) and integrating character activities with reading and writing practices across the grades.

Ongoing improvement ....

Very high levels of student achievement are noted in the 2007–08 EQAO achievement results in all six assessment areas. Between 88 and 100 per cent of students achieved at or above the provincial standard in each assessment. These assessment results are well above both the board and provincial results. These levels of achievement reflect a commitment to high student achievement.

Success after struggle ...

Lakeroad's school improvement journey began with a broad directive from the board – "We have to improve. We have to start to focus." Staff took ownership for student learning, holding tight to two beliefs – that all students can achieve and that teachers can make a positive difference in the lives of students. They also focused on student behaviour, putting in place the Tribes model for classroom community agreements as the foundation for a respectful school culture. And they began to reach out to parents, to help strengthen students' school readiness and ongoing academic development.

A number of studies show that when parents respond positively to strategies to support student learning, their children meet with greater academic success. This research sparked the school's efforts to build a collective voice for the school, including students, staff, parents and community, and to support the development of a nurturing learning environment at home and school. Many Lakeroad parents are actively engaged in their children's learning, take part in School Council and serve as volunteers, but reaching *all* parents presents an ongoing challenge.

Teachers initially found it difficult to see value in implementing consistency across the grades, especially those at opposite ends of the K–8 spectrum. They did not believe that the academic agenda would be best served by this practice. However, after one year of working together to implement joint strategies, everyone found common ground – in ways to work together and to implement the best strategies to support student learning. "In our PLCs we are embracing change," said one teacher, "even through the uncomfortable times!"

Teaching, learning and leading ...

Consistency across the divisions. The lead literacy teacher provides guidance and the principal supplies PLC release time. Throughout the school, there is an observable continuity where anchor charts, honour walls, performance walls, interactive word walls, models for better answers, exemplars, interactive displays and visual organizers are displayed to assist students in their transition to new learning.

Gradual release of responsibility. A focus on a balanced literacy program based on the gradual release of responsibility has assisted staff in becoming more explicit in their teaching and providing differentiated instruction according to student needs. Teachers support one another with co-teaching, modelling, planning, scaffolding lessons and working with area consultants on best practices. The on-staff lead literacy teacher provides information and support to teachers.

Assessment of and for learning. Students are assessed through DRA, running records, check lists, exemplars and other diagnostic tools. Data are used to inform, to differentiate and to drive instruction. Teachers meet regularly by division for teacher moderation sessions to ensure consistent assessment of student work. Students are involved in the development of rubrics, self- and peer-group assessment, portfolio assessment and conferencing as the key components in assisting students to develop next steps.

"This school is giving our children an amazing life skill – how to take their learning beyond the school walls to connect it to their life." *Parent*

"The school feels like a community." *Parent*

"It's great for a parent when your child loves going to school." *Parent*

"We saw best practices were working and saw the results." *Teacher*

"Teachers were all there to support one another." *Teacher*

"Literacy instruction must be driven by equitable ongoing assessment." *Principal*

"We have used a coaching model for instruction for ourselves and for students." *Principal*

"We're learning to replace old habits with new, more effective ones." *Superintendent*

Moving into the future

- pursue further professional learning opportunities with SMART technology
- learn more about implementing high-yield strategies in the five strands of mathematics
- continue building on the 10 character traits initiative, integrating the traits into all aspects of the curriculum and building a positive school culture with values-based decision making

Orde Street Public School

Toronto District School Board
Toronto, Ontario

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Some Snapshots

Students ...

- participate in a wide variety of multicultural activities and events
- enjoy a comprehensive Phys. Ed. program with a focus on healthy living, fitness and inclusiveness
- take part in monthly character assemblies, celebrating students who have demonstrated such qualities as integrity, cooperation and kindness and caring

Parents ...

- serve on a small but active school council, with several sub-committees including a communications group that disseminates information on an internal school website for all parents to access
- enjoy lots of communication with the school, including online monthly community newsletters

About the school ...

Orde Street Public School is located in downtown Toronto's Chinatown, an area filled with shops and restaurants as well as hospitals, colleges, museums and libraries. Built in 1914 to accommodate an early 20th century wave of immigration, this Junior Kindergarten to Grade 6 school continues today to support many children and families who are new to Canada. Orde receives students from across the world, including those whose parents come on foreign exchange to study medicine or other specialized subjects. The school records about 30 different countries of origin, and many different languages, among its present student body of 300.

Staff members emphasize that differentiated instruction fine-tuned to learning style and needs is key to helping students reach their potential. Teachers strive to give students freedom and flexibility to facilitate self-expression as well as expose them to resources that reflect a range of identities and engage diverse interests. They make every effort to design authentic learning experiences that connect students to the world around them and build on their background experiences. Yet this individuated approach is just one side of the equation; staff members learned over the course of several years of change and reflection that if they wanted all of their students to succeed, they needed to instill more consistency in their practices.

Ongoing improvement ...

Over the past three years, achievement has increased significantly in all six EQAO assessment areas. In the Grade 3 assessments, 74 per cent of the students achieved at or above the provincial standard in reading, 84 per cent in writing and 81 per cent in mathematics. Over 90 per cent of students achieved at or above the provincial standard in Grade 6 reading, writing and mathematics. These results demonstrate the outstanding commitment of a downtown urban school.

Success after struggle ...

Staff members knew that they had to change their approach when they realized that many students had significant gaps in their learning as they moved from grade to grade. The starting point for their work together was to gather and analyze data, identifying where students were in their learning and which instructional strategies were making a difference. Supported by their designation as a TDSB Early Years Literacy Project (EYLP) school, they undertook professional learning,

including that offered by their onsite literacy coordinator (also the DRA trainer for Orde's family of schools), and took advantage of every opportunity to plan, discuss, share, compare and learn from one another other. "Simplicity ... Consistency ... Continuity" emerged as their watch-words for the transition to a more whole-school approach. As teachers began to build on the work done by others in previous grades, they noted that the children benefited, even coming to expect the structures that supported their learning to continue across the grades. Staff came to see the advantages of having a common understanding of instructional language and of teaching and assessment strategies, a focused acquisition of resources and a school-wide plan tying everything together.

The staff focus has shifted, in their own words, "from worrying about covering the curriculum" to "assessing students' knowledge, determining their most critical needs for learning and monitoring their learning." Some describe this as a shift from *teaching* to *learning*.

Teaching, learning and leading ...

Structured learning time. Orde provides a comprehensive literacy program within a two-hour learning block, with every classroom having routines in place to support students as they work independently, in pairs and in small groups. In addition to supporting a large number of English language learners, Orde offers middle French Immersion (Grades 4 to 6), as well as substantial programming for challenged learners – so structured learning time and routines that allow one-to-one teaching as well as small group conferencing has been key to improved student results.

Writing wall. Students use exemplars, graphic organizers, rubrics, checklists and other learning supports to develop their writing. The teacher models effective writing and conferences with students as they move through the writing process of planning, drafting, writing, revising, editing and publishing. The writing wall provides teachers and students with the opportunity to go back in time (month by month) and to both celebrate and identify changes that mark students' progress. The writing displayed on the wall is not the only writing taking place in the classroom. Students write daily for a variety of purposes.

Orde's Assessment Bin. The OAB houses formal assessments (observation survey, running records, writing samples, diagnostic reading assessment and report card marks) that track student progress from Kindergarten to Grade 3. The staff are in the process of extending the OAB to junior grades.

"The focus of this school is without a doubt my child's learning." *Parent*

"They want the best thing for my child ... but somehow keep in mind the needs of all the others." *Parent*

"Frequent opportunities to meet, learn, collaborate and build our knowledge as a staff have helped us to better meet the different needs of our students." *Teacher*

Every child comes to this school with different circumstances." *Teacher*

"There is a great deal of choice for kids to get involved in the life of this school." *Principal*

Moving into the future

- transition from being an EYLP school to one that will no longer have the same level of human and material resources and to help preserve the learning and keep the conversation going
- focus on numeracy, particularly problem solving in mathematics
- expand assessment connections across the school
- write a school manual that will document our "best" literacy practices and inform planning in every classroom

St. Augustine Catholic School

Ottawa Catholic District School Board
Ottawa, Ontario

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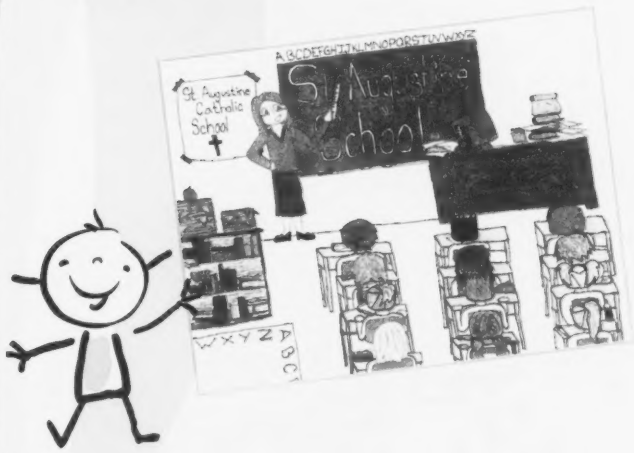

Some Snapshots

Students ...

- work with teachers to create rubrics and anchor charts, using them to assess their own work and to give precise feedback to peers
- prepare and do the announcements, run a peer mediation program and run a PALS program
- assist as lunch monitors, prepare readings for masses and assemblies and participate in celebrations, such as Literacy Café

Parents ...

- run an active Catholic School Council (supported by Parents Reaching Out grants) and work with other parents to organize special events and Parents as Partners sessions
- fundraise to provide support for academic kits, books, manipulatives, class trips and professional troupe performances
- offer an after-school program five days a week

About the school ...

St. Augustine is a Kindergarten to Grade 6 school in Ottawa offering French Immersion and Extended French instruction in differing combinations at each grade level. Originally built in an open field on the outskirts of town, St. Augustine today is more inner city than suburban, playing a central role in the lives of children and families in a culturally and economically diverse neighbourhood. "Family is about the people you spend time with," commented one parent. "This school is an extension of family."

Many families appreciate the simple dress code, which helps to equalize discrepancies in financial circumstances and many children enjoy the breakfast and snack programs (with support from the Ottawa Centre for Research and Innovation). All appreciate the school's commitment to their development - not only academically, but socially, emotionally, physically and spiritually as well.

Ongoing improvement ...

There have been significant increases in EQAO results over the past four years.

In 2007-08, between 82 and 94 per cent of the students achieved at or above the provincial standard in all six assessments. These results were well above the board and provincial results.

Success after struggle ...

St. Augustine was prompted by the OFIP 3 designation to reflect on its practices and results and to establish what the school needed to do to improve both. A shared off-site event provided a forum for focused professional discussion where teachers became aware of the strengths and talents that each could contribute to improvement. Together they established the school goal "Every child a reader" and the school rule "RESPECT." Working in a culture of respect for self and for others has nourished excellence in behaviour and work ethic, which in turn has lead to an increase in student achievement and in teacher involvement in professional growth.

Many recommendations from the improvement plan were tackled simultaneously and continue to be evident in the school's practices. These include the rejuvenation and expansion of appropriate student and professional resources as well as opportunities for professional learning in comprehensive literacy instruction and a problem-solving approach to mathematics. In order to ensure uninterrupted learning time for literacy and numeracy, the calendar was adjusted in several ways. Announcements were moved to the lunch hour and supplementary support for remediation and tutoring was reconfigured.

St. Augustine teachers support each other in a spirit of collegiality through inter-class visits, "fishbowl" activities and teacher moderation of student work samples. Principal, teachers, support staff, volunteers

and teacher candidates work together as a strong, openly supportive team and welcome suggestions from peers as opportunities for mutual growth. The results are powerful as students reach the high expectations set for them and accomplish the goals they have set for themselves.

Teaching, learning and leading ...

Professional learning and networking. St. Augustine functions as a very strong professional learning community. Teachers collaborate to ensure a consistent approach and focus within and across divisions. They support one another as they learn together, share best practices, mentor each other and engage in moderated marking. They take part in monthly division meetings, made possible through Buddy Days, and take part in regular meetings with the Resource and ELL teachers. Professional learning opportunities, either board sponsored or within the school, are continually offered and frequently accessed.

Precise instruction. Each year, staff and students engage in a shared school-wide book study that is driven by a specific common literacy strategy. The teachers and principal at St. Augustine are experts in integrating the most powerful evidence-based strategies and welcome co-teaching in their daily instruction and interactions with students. The evidence of their skills can be seen – and heard – in student work. Their instruction is precise, deliberate and intentional within individual classrooms and congruent across classrooms.

Use of data. The staff have developed and maintained an extensive data room that houses the Primary and Junior data walls. The data walls, with targets and high expectations for achievement by grade level, ensure that every child's progress is discussed, noted, celebrated and addressed. Human resources are directed to those students who need additional support. The data room also tracks the plans for the monthly Buddy days. Also posted in the room are EQAO scores, high-yield strategies, Q-matrix, the most recent School Improvement Plan, components and indicators from the School Effectiveness Framework, the Four Big Questions, the school's SMART goals and professional support materials. Teachers record both large and small successes on paper apples that are displayed on the Apples Wall of Success – a way to personalize and celebrate the impact they are having on students and their learning.

Celebrations of student success. There are two display boards in the school entitled "We Celebrate Literacy" and "We Celebrate Numeracy." Once a month, teachers post high-quality written work from each

grade to celebrate the successes of children with particular tasks or strategies from that month. Anchor charts and rubrics accompany the work samples and indicators help the observer to appreciate the specific elements within the work sample that connect with the rubrics. Another major celebration occurs twice yearly with the Literacy Café that transforms the gym into a café setting complete with gingham table cloths and mini tea-lights – and readings from student authors.

Distributed leadership. While the principal credits the teachers for the transformation that has occurred at St. Augustine, the superintendent, teachers and parents recognize that the principal's vision, high expectations, support and initiative have provided the solid foundation for change. A powerful focus for joint work is the school improvement planning process, which also offers leadership opportunities for teachers. Teachers manage the data wall, update the cross-grade Literacy and Numeracy bulletin boards and share in leading the professional learning portion of the monthly staff meeting and PD days. A number of staff participate in the board's after-school Leadership Journey program and many act as associate teachers in the school's partnership with University of Ottawa and Algonquin College.

"At St. Augustine, learning is related to real life and to the future." *Parent*

"Accountability is knowing that change is required and then knowing that you've made the change that was intended." *Teacher*

"Networking is the key to everything we do. When you explain what you do to someone else, you grow capacity." *Principal*

Moving into the future

- support development of higher-order thinking skills in all areas of the curriculum
- build facility in using data to plan and implement effective literacy instruction, implementing a gradual release of responsibility model for both French and English instruction
- develop strategies for identifying data from Bansho, math congress, three-part lessons and problem solving to assess and plan instruction in numeracy

St. Christopher Catholic Elementary School

Sudbury Catholic District School Board
Sudbury, Ontario

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Some Snapshots

Students ...

- help to develop anchor charts and provide input into assessments through the use of portfolios and student conferencing
- give input via student questionnaires into various aspects of school life
- are recognized individually in an annual celebration for their unique talents and contributions to the school community

Parents ...

- are involved in monthly meetings of Catholic School Community Council where they contribute to the School Self-Assessment (School Effectiveness Framework), the School Improvement Plan and EQAO data
- enjoy school newsletters, which include TIPS for parents and how they can help their children at home

About the school ...

St. Christopher is a Kindergarten to Grade 6 school in Sudbury, northern Ontario's largest city and a major centre for the Canadian nickel industry. The school sits on the outskirts of town, busing in all of its 175 students from as far as 50 to 75 kilometres away. St. Christopher has 9.4 teachers (equivalent full time).

Neither distance nor sharing their principal with another outlying school lessens this school's sense of community or energy around student learning. "This is a staff that really depends on each other with a strong feeling of purposeful, professional collegiality," observes the area superintendent. Even though students may come from a large geographical area, they have a strong sense of cohesiveness, facilitating a whole-school approach to all elements of learning. When concerns arise, the principal hosts a focus group where students share their thoughts, brainstorm solutions and collectively commit to an action plan. Parental involvement in the school community is similarly strong. One in four families is involved in the school, creating a very active Catholic School Community Council and generating a large volunteer base.

"We've always had a great community," said one teacher, "now we're zeroing in on student achievement," noting that "in our third year of doing weekly running records, our scores have really improved!" The school also has a significant focus on character development, which means integrating the Gospel values into every aspect of the curriculum.

Ongoing improvement ...

The steady and significant increase in Grade 6 EQAO assessments over the last three years has resulted in very high levels of student achievement. Eighty-seven per cent of Grade 6 students met or exceeded the provincial standard in mathematics and writing, while 96 per cent of students met the provincial standard in reading. In the Grade 3 assessments, students have sustained their previous levels of achievement. The results confirm the benefits of the school's focus on student learning and achievement.

Success after struggle ...

The St. Christopher school community believes that all students can learn, a conviction based on faith in each child's potential and founded in evidence that with the appropriate time and support all children can experience success. For St. Christopher, committing to "All students can learn" led to adopting a case study intervention model. This commitment created some stressful demands on the principal's time (his other school is 100 kilometres away!), but the small school size and its strong sense of community compensated, enabling the principal and staff to a keep a singular focus on how to make the intervention model work. They analyze each student on an individual basis and create a learning plan for each child in the school.

Teaching, learning and leading ...

Comprehensive literacy. St. Christopher has implemented large blocks of uninterrupted literacy time across the school. In their literacy blocks, teachers use a gradual release of responsibility model, first modelling skills and practices and then "releasing" students to engage in small-group and independent work. In all classrooms, teachers ask strategic questions to spark higher-order thinking and use mentor texts and anchor charts to support students as they apply their learning. Resource teachers work with groups of students to support regular classroom instruction. Web-based teaching tools are used in the Junior division.

Comprehensive numeracy. St. Christopher has implemented the three-part problem-solving lesson in 60-minute time blocks. All classrooms use PRIME math as a diagnostic tool, manipulatives to help students problem-solve and Bansho to annotate student learning.

Use of data. Staff members work collaboratively to analyze EQAO data and set targets based on the Board Improvement Plan. The principal works one to one with all staff at all levels for all learners. He meets with each classroom teacher in September and after each reporting period to collect data about students who are achieving below provincial standard, identify at-risk students and develop plans to address the needs of special education students. Sources of data include EQAO, Paradigm Plus, DRA, CASI, PRIME MATH and report cards. The staff sets targets and plans the intervention strategies necessary to meet the established targets. Parents are consulted regularly for input into their children's Individual Learning Plans.

Leadership in the school community. St. Christopher's principal supports every teacher as a leader. The School Improvement Team consists of the entire staff and all teachers are committed to improvements in student learning and achievement. Mentoring is a regular part of the relationships between experienced teachers and newer teachers. "We're one piece in a large wheel," says the principal. "We want to share and learn from a larger learning community" – an approach that leads to extensive networking with schools across the board and region.

[Talking about a new student who was having some adjustment issues], "I can't wait for the spirit of St. Christopher to get in his heart." *Student*

"My children know that I am involved in their school and they know how important I think their education is." *Parent*

"Teachers expect that certain things should be happening at home, and they outline these expectations clearly to us. We appreciate their suggested ways of extending learning at home." *Parent*

"You can join us in our staff room on Fridays after school where we're enjoying a 'weekly review' about our students and their learning." *Teacher*

"Student learning is the goal, not student grading – we're not measuring a deficit, we're striving to improve student learning." *Principal*

Moving into the future

- learn more about teaching-learning pathways and teacher moderation
- increase emphasis on specific math strategies and embed numeracy charts into daily instructional practice
- continue our practice of involving parents in curriculum-related discussions (moving beyond traditional fundraising activities)
- celebrate our successes as a School on the Move, visit neighbouring boards with Schools on the Move, set up protocols to welcome visitors – and learn from them

St. Christopher Catholic Elementary School

Windsor-Essex Catholic District School Board
Windsor, Ontario

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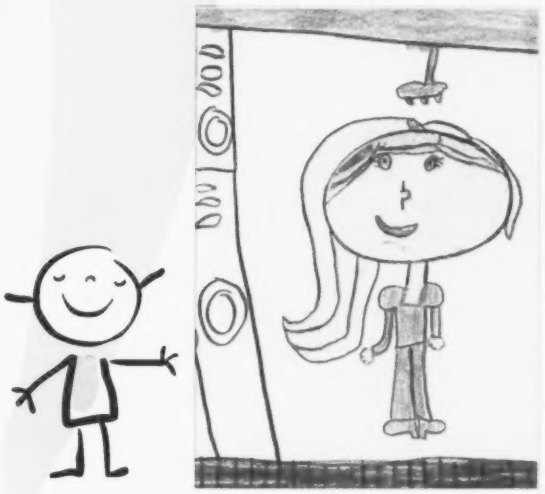

Some Snapshots

Students ...

- participate in dance, drama, choir, chess and all the major sports
- lead "Spirit Days," bringing students of all ages together to celebrate character and academic achievements
- create online videos, including award-winning "Pourquoi-Take-French" (posted on TeacherTube)

Parents ...

- support annual "Celebrity Read-a-Thon" (with police officers, elected officials, local hockey players, TV/radio celebrities and many others), the 100 Book Challenge and Parents as Partners in Reading programs
- work with a very active School Council to keep up to date about what is happening at the school
- are strong in their appreciation of the work the teachers and principals are doing, the support the board is offering and the commitment of the entire system to student growth and parent engagement

About the school ...

St. Christopher is a JK to Grade 8 Catholic school, located in a middle-class community in central Windsor, a city in southwestern Ontario on the American border closely tied to the auto industry. The school has a population of about 550 students. A recent renovation, adding 13 classrooms, administrative offices, a staff room and a modern resource centre with a computer networked lab, has greatly improved St. Christopher's appearance and technological capacity, creating a bright, state-of-the-art learning environment.

The school motto at St. Christopher is "Soar Like an Eagle." All children are encouraged to try their best and to reach their full potential. Each year, the staff identify three school goals, two academic and one character goal, as part of the School Improvement Plan. The task then for the staff is to work diligently to meet these goals. As one teacher said, "There's no mistaking when you walk into our school what our goals are!" The school hallways are a celebration of student work, talents and interests, as is the school website, which features "hot news" student-made video clips. Parents, students and staff are proud of the school and are determined to support its continuing growth and achievement.

Ongoing improvement ...

Significant increases in EQAO results over the past three years have led to higher levels of student achievement in all six assessments. The highest result three years ago was 56 per cent of students meeting or exceeding the provincial standard in Grade 3 reading. In the 2007–08 EQAO assessments, between 71 and 74 per cent of students achieved at or above the provincial standard in five assessment areas. This improvement reflects the commitment to increasing student learning and achievement.

Success after struggle ...

The administrators and teachers at St. Christopher describe their Ontario Focused Intervention Partnership experience as the impetus for reflection, self-assessment and redirection. They openly acknowledge the early challenges associated with change. In the words of one teacher, "Collaboration is not easy. There's a lot of give and take. You have to work at it." In the initial stages, they found it difficult to articulate beliefs about teaching and learning, to build new relationships on a professional as well as personal level, and to support one another to overcome reluctance to change. Teachers had to work at relinquishing resources housed in their

individual classrooms in order to create a shared bookroom. But they persevered through the challenges, taking one step at a time.

Staff began by redefining the school's mission so that the prime focus was on student learning, success and achievement and evolving to a results-oriented school improvement plan. The motivation to continue came from the positive and measurable impact on student learning and achievement.

Among the components that were, and remain, crucial to student success are:

- ***Goal setting:*** This exercise unified the staff to focus on three SMART goals (two academic and on character) and to work diligently to achieve them. Monthly tracking of each goal enables each staff member to be accountable for student success.
- ***Collaboration time:*** Daily shared prep time for grade-level partners is now part of the school's organization as is additional once-monthly collaboration time provided by the administration team. Staff members are encouraged to take risks, open their classroom doors and contribute to professional dialogue and learning.
- ***Principal visibility:*** Daily "drop-ins" to classrooms provide the principal with the opportunity to validate good practices, reflect on effective instructional strategies and observe improved student work – and to share with staff the evidence of what was working well.

Teaching, learning and leading ...

Literacy and numeracy blocks. At the board level, a number of specific strategies for improvement were identified, among them uninterrupted blocks of time for literacy and numeracy instruction. At St. Christopher, this was one of the most powerful board-identified strategies – 100 minutes for literacy and 60 minutes for numeracy. Professional learning sessions helped teachers organize and deliver balanced instruction in learning blocks to maximize student learning. Changes were made to the school day to minimize interruptions.

Formal and informal assessment. The school's SMART goals are based on assessment data that identify student needs. Then, student results are analyzed on a continuous basis to monitor success in achieving these goals. Teachers take responsibility for the data walls for Primary and Junior grades to measure student progress and then use the data to plan instruction.

School-wide emphasis on non-fiction. The emphasis on non-fiction reading and writing, a "number-one factor" associated with improved student achievement, is described in detail as a SMART goal in the school improvement plan. The school introduced this focus by purchasing professional resources for staff and engaging materials for students. Professional development sessions (including in-school sessions) have assisted teachers in sharing and honing the strategies and practices they will employ to provide the most effective instruction.

Teacher leaders. Teachers, support and system-level staff, and parents describe the principal and vice principal as strong, highly capable and enthusiastic leaders. They emphasize that the administrators provide clear direction, relevant data, support for focused learning and action, resources and encouragement, modelling what they expect and closely monitoring the implementation and impact of the school improvement plan. Within a culture that values collaboration and capacity building, many teacher leaders are coming forward to share their expertise with classroom partners and colleagues. As one teacher explained "Every teacher has something to offer."

"They focus on what it is that will make each child shine. There's a trust here. It's a family." *Parent*

"We work as a team – and that's how we get things done." *Parent*

"No one person can do it all. We need to work together." *Teacher*

"Data help us focus collectively on student needs." *Teacher*

Moving into the future

- explore teacher moderation in more detail across all grade levels
- learn how to use purposeful talk and PLCs more effectively in both literacy and numeracy and network with other teachers to support student learning
- build on the current level of parent engagement to make it more effective
- share ideas to continue to enhance writing instruction
- investigate additional opportunities for teacher collaboration, team teaching and visiting each other's classrooms

St. Gerald Catholic School

Toronto Catholic District School Board
Toronto, Ontario

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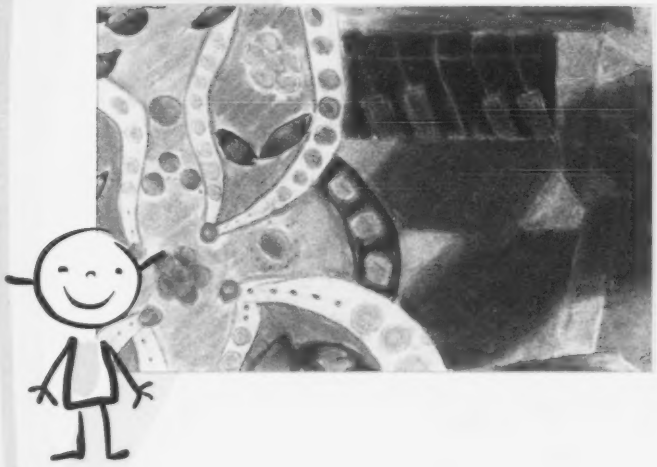

Some Snapshots

Students ...

- "We are the change"– students challenge themselves to achieve in the classroom and to reach out beyond the school to help others
- run charitable events (e.g., candy cane sales to support a school in Tanzania, gifts and money to support a needy family)
- participate in house leagues, competitive sports, knowledge tournaments, language festivals, authors and artists in the school

Parents ...

- enjoy the respect that staff accord them as "first teachers"
- support the school's targeted approach to improving student learning
- celebrate the school's success in closing learning gaps

About the school ...

St. Gerald Catholic School offers a Kindergarten to Grade 8 program to a diverse student population in the northeast Toronto community of Willowdale. Presently about 240 students attend, drawn from both the local neighbourhood and beyond. Values of trust, compassion, peacemaking and justice are emphasized in the daily life of the school, as are high academic standards and a respect for learning and the value of education.

"We're well-intentioned, nurturing and collaborative but we're hard-nosed about what works," says the principal. Through professional networking, at the school, family of schools and board-level, staff explore (and learn how to use) high-impact strategies that the evidence shows, both in research and in practice, work best for learners. They understand that improvement goes beyond the talents of individual teachers and requires shared understanding and action of the entire staff. They are determined to achieve the board's equity agenda – to prove that all children can learn and achieve regardless of social or economic challenges.

Ongoing improvement ...

The commitment to improving student learning and achievement at St. Gerald Separate School is reflected in the school's 2007-08 EQAO results. Despite challenges, there have been significant increases in results. Between 86 and 92 per cent of students achieved at or above the provincial standard in all six assessment areas. These results are well above both the board and provincial results.

Success after struggle ...

Professional curiosity and perseverance are powerful drivers at St. Gerald. Staff members are reflective and forthright as they ask themselves, "What is working for our learners and what do we need to change for this child or for these students?" The path between student data and strategic instruction is well worn as teachers constantly analyze, question and reflect on the impact that instruction is having on student learning.

Establishing learning blocks in literacy (100–120 minutes) and numeracy (60–75 minutes) enabled the school not only to focus more intensively on foundational skills for all children but also to enable Special Education

teachers to assist with meeting individual needs. Block timetabling also facilitated professional learning opportunities. As teachers learn more about what is required of students to meet specific expectations and to move their learning to the next performance level, they will be better able to assess student work and to customize feedback to students.

By providing appropriate and meaningful anchors and modelling explicit feedback in the classroom, teachers have helped students to improve their self-assessment skills and provide constructive feedback to one another.

Teaching, learning and leading ...

Co-operative planning to align classroom practices. Teachers work in both their divisions and the whole-school PLC to ensure consistency in approaches and to establish a common language for instruction across the grades. Meetings are used as an opportunity to share effective practices and to problem-solve concerns about individual students and student learning.

Teaching-learning critical pathway. The school-wide pathway addresses agreed-upon areas for literacy growth. Valued practices include establishing high expectations, using data (EQAO, CAT/3, Reaching Readers and teacher-generated assessments) to determine students' greatest challenges and instructional needs, providing frequent and precise feedback and collectively assessing student responses (pre- and post-assessment).

Capacity in mathematics teaching. Staff members are participating in a collaborative inquiry project to develop regional capacity and leadership in mathematics education, Kindergarten to Grade 6. This LNS-sponsored project aims to examine a professional learning design and implementation framework that engages a diverse community of learners (e.g., students, teachers, administrators and supervisory officers) in learning mathematics.

Explicit instruction of reading comprehension strategies. Through teacher modelling and small group work, students learn to understand the steps that good readers take when making sense of text. Questions that promote higher-order thinking challenge the students to make meaningful inferences about what they are reading, as well as thoughtful

connections to their own experiences, other texts and the world in general. The careful selection of rich classroom resources and engaging ideas supports students to make those connections.

Leadership in the school. Taking on leadership roles is encouraged among the teaching and support staff. Staff members rise admirably to all challenges, academic and extracurricular, with passion and obvious professionalism. Staff describe the principal's key role in providing the expectations, the opportunities and the support that have been fundamental to their school improvement process.

"It's not just a job for these teachers. It's difficult what they do, but they put their heart and their soul into it." *Parent*

"I know when they are talking about my child, not a generic Grade 5 child." *Parent*

"You have to promote risk-taking in writing. If all you worry about are the mechanics of what you're doing, you'll never be a great or even a good writer." *Teacher*

"Teacher feedback needs to be specific and clear and to elicit student involvement in the process." *Teacher*

"Involvement in the Schools on the Move will inspire us to do even more, to keep learning." *Teacher*

Moving into the future

- differentiate instruction with respect to content, processes and products, in order to meet individual student needs with greater precision
- focus on problem-solving strategies and communication in mathematics, in order to assist students with identifying the big ideas in the curriculum
- extend our focus on questioning, especially to elicit higher-order thinking and improve achievement across the curriculum
- find innovative ways to further engage parents and community

St. Gregory Catholic School

Nipissing–Parry Sound Catholic District School Board

Powassan, Ontario

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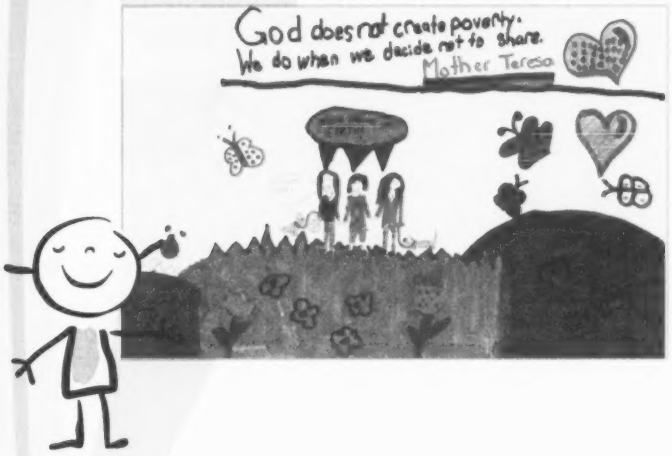


Some Snapshots

Students ...

- set targets for improvement, join the Homework Club for extra support and are involved in their own assessments
- support the Student Council (representation from every classroom) and undertake fundraising (e.g., Hockey-thon, Food Bank drive)
- serve as Peer Helpers for Kindergarten students and as Reading Buddies and help the custodian with clean-up and recycling
- enjoy team sports, play days, spirit and fun days and spaghetti dinners

Parents ...

- support a very active Catholic School Activity Council
- take advantage of strategies and resources to support teacher practice and extend learning
- participate in literacy nights, help assemble primary literacy kits to help struggling students and student success rewards
- enjoy class and school newsletters

About the school ...

St. Gregory is a Junior Kindergarten to Grade 8 school in Powassan, a small town nestled in the Almaguin Highlands near Lake Nipissing. All of St. Gregory's students (261 in the present year) are bused in from outlying communities, many of them facing economic difficulties.

The school has a positive reputation in the communities it serves not only for the academic progress it has made in recent years but also for its spirit of inclusiveness – "We envelop our students with 'eye hugs', commented one teacher. "I'm not sure if it's the country setting," reflects the custodian, "but the children are so helpful. They help me with my work but they also help with our special needs students." Caring for one another is the foundation for joint work, with all staff members taking ownership for all of the students in the school. Once they have determined what each child needs in order to improve, they put in place the resources and strategies to ensure success, working with a full range of community partners (e.g., The Learning Partnership, the Nipissing Health Unit, the local OPP). In the words of a teacher, "We ensure that all students experience success with daily tasks – we use different approaches to make sure this success happens."

Twenty-five per cent of the student body is identified as exceptional through the IPRC process and all are integrated into classrooms. "The school has developed strategies to increase student confidence," explains a teacher. "We use a team approach to interact throughout the day with our exceptional students and then we share our observations and monitor each student's progress." Another comments, "When a student is 'having a day' we all notice and pitch in together."

Ongoing improvement ...

With between 83 and 86 per cent of Grade 6 students achieving at or above the provincial standard in all assessment areas, the school's commitment to higher levels of student learning and achievement is evident. There have been significant increases in Grade 3 and 6 EQAO results in all assessment areas over the last five years. In Grade 3 assessments 93 per cent of the students achieved the provincial standard in writing, 96 per cent in mathematics and 74 per cent in reading. The work of the school over time has resulted in higher levels of student success.

Success after struggle ...

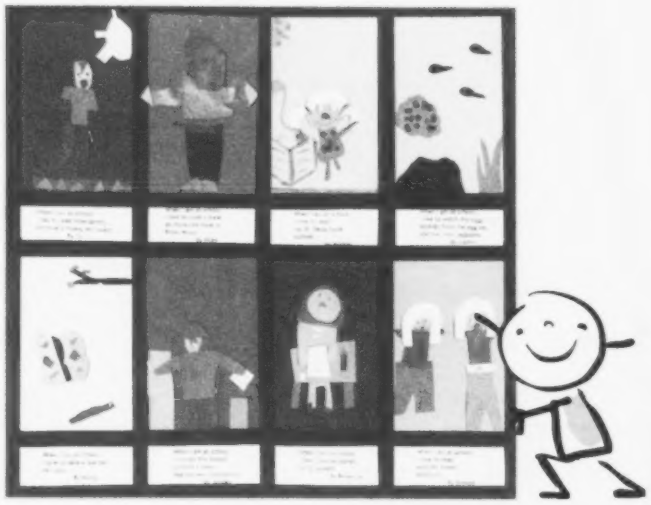
St. Gregory staff invested a significant amount of time in developing a school vision. They began by creating a profile of the "ideal St. Gregory student" and then extended the exercise to include teaching staff, support staff, parents and community partners. Each group developed specific expectations to support the implementation of roles and responsibilities. The school visioning exercise has met with positive results, contributing to an atmosphere of mutual respect and understanding and leading to increased collaboration of all school community members. All concerns are heard and addressed, allowing everyone to have ownership in what happens at the school, fostering an environment where "I can go to any teacher in this school, ask for help and know that I'll teach better as a result. We help each other to make things work."

St. Gregory's full school community was involved in a year's study prior to the implementation of a balanced day timetable that led to improvements in instructional practice by creating large uninterrupted blocks of teaching/learning time and minimizing disruptions and transitions. In the principal's words, "We discussed our five-year plan as a staff, we talked about what we wanted our school to look like and how the balanced day could create opportunities for student achievement, then we met with all stakeholders and reached common agreement and understanding about where we are going." The changes have created increased time for teacher collaboration and for teacher and student participation in extracurricular activities.

Teaching, learning and leading ...

Assessment for learning. DRA is used in conjunction with other assessment tools and strategies each term to set learning goals for individual students. Progress is monitored at divisional meetings, strategies are modified and students who have achieved targets are identified and celebrated. Class targets are set by the full-school staff each term.

Class groupings. The resource teacher and literacy partner take groups of students so that each teacher has smaller groups, with targeted students receiving focused individual or small group instruction. All primary teachers focus on the same writing form and reading strategies, incorporating a common "big idea." This regrouping of students can be challenging and time consuming, yet the benefits are obvious. Students demonstrate greater ownership of their work, are actively involved in the sessions and are excited about learning. Students



with higher needs are empowered and demonstrate significant improvements in reaching their potential. In the words of a teacher, "We struggled with doing guided reading with only one pair of hands, so we discussed this as a team and developed a timetable for greater access to guided reading opportunities."

Community leadership team. St. Gregory's school community leadership team includes representatives from each division as well as the principal, resource teacher and literacy partner. They meet regularly to review the school vision, focus on individual students and develop strategies for improvement. They also determine professional learning opportunities for all staff to move the vision and focus forward. At the system level, the school's SMART goals are aligned with board goals and the strategies of the School Effectiveness Framework. The team networks with teams from other schools to plan the implementation of high-yield strategies. This promotes cross-school sharing of best practices, such as language rotation groups, school-wide anchor charts and consistent assessment strategies, including teacher moderation.

"Our teachers recognize each child individually. They teach the whole class but they work with every single child." *Parent*

"In September, we ask our parents to write a small note about what they want the school to know about their child, and this establishes rapport." *Teacher*

"Our measure of who we are is how well our exceptional students experience success." *Principal*

Moving into the future

- extend the teaching-learning critical pathways to include the whole school and plan more "big idea" learning, especially with the Junior division
- examine mathematics instruction across divisions to learn strategies for differentiation
- learn more about using technology, such as SMART Boards, portable labs, Kurzwiel stations and a range of web-based resources to support individual students and achieve classroom goals

St. John The Evangelist Catholic School

Toronto Catholic District School Board
Toronto, Ontario

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Some Snapshots

Students ...

- "walk the talk" – help make their school a "Virtues Zone," take part in the board's "Earth Day Extravaganza," earned Eco School Gold certification
- enjoy a full range of sports activities from traditional team sports to a "road runners" group
- take part in Toronto Symphony's "Adopt-a-Player" program

Parents ...

- run a nutrition program for the school through their Catholic School Council
- act as interpreters for non-English-speaking parents, inviting them into the school and offering an avenue to communicate and participate in the education process
- participate in Family Math nights and Virtues celebrations

About the school ...

St. John The Evangelist Catholic School has its roots in the old city of York, in Weston, in northwest Toronto. From its origins in the 1850s as a one-room schoolhouse in the church sacristy to a four-room "modern" schoolhouse built in the 1920s to its present-day building, the school has grown and adjusted over a century and a half. Today it serves over 500 Junior Kindergarten to Grade 8 students in an extremely diverse urban neighbourhood, many of them new Canadians and many facing socio-economic challenges.

Staff members deliberately take a holistic approach to the children in their care, stressing that growth in faith and social skills is as essential for child development as is academic learning. To foster social skills development, staff members first strive to create a school where all feel safe and welcomed, and then provide a wide array of student clubs and activities, school celebrations and initiatives, and events for the entire school and parent community. The Virtues program, together with extracurricular activities, whether in sports, the arts or volunteering, provides an authentic context for practising, reinforcing and consolidating academic skills. On this rich foundation, staff have more recently zeroed-in on a number of evidence-informed strategies to improve student learning and achievement.

Ongoing improvement ...

The commitment of the staff to students achieving at higher levels is reflected in the most recent EQAO results. The Grade 6 assessment results have increased between 28 and 31 percentage points over the last four years. The Grade 3 assessments have also improved significantly over the past three years, resulting in 76 per cent of the students achieving at or above the provincial standard in reading, 72 per cent in writing and 74 per cent in mathematics – this while facing challenges.

Success after struggle ...

The journey of continuous improvement at St. John The Evangelist began with a look at school-based data. Staff examined student data from a variety of sources and identified and discussed student needs. The school was designated as an Ontario Focused Intervention Partnership school, making LNS and board resources available. The teachers describe how that support was instrumental in helping them to overcome their initial uncertainty and to begin to take steps to work together, to learn together and to build a mutually supportive team.

Early in the process, staff focused on goal setting at both the grade and division level. They planned assessment techniques that would ensure they could measure gains in student learning. This was a key component of the plan since it was the evidence of improved student learning that provided teachers with the motivation for continued effort and action. Seeing the difference they were making for students, staff committed to an ongoing cycle of setting goals, planning assessments, implementing evidence-based instructional strategies and monitoring student learning. As collaboration and confidence grew, the level of trust within the classroom and within the school allowed students and teachers to take risks, to ask reflective questions, to establish new directions, to share their strengths and to seek support from each other.

Teaching, leading and learning ...

Teaching-learning critical pathway. The teaching-learning pathway has provided the school with a framework for focusing on effective literacy instruction. It has helped teachers put in place a process for determining the areas of students' greatest needs, selecting instructional strategies, modelling for students, employing assessment techniques and monitoring progress. The use of exemplars, modelled writing and guided reading have all contributed to improved student learning. A literacy binder with key articles, instructions and explanations for explicit strategies PLUS student organizers and charts have facilitated implementation. By collaborating with other schools in the area, staff are able to share strategies that have worked and move forward as a self-reflective group and in turn to bring back strategies that will support ongoing success.

Peer and self-evaluation. Teaching students how to evaluate their own work and providing the tools to assess work by peers expands the sources of feedback for students. Students are encouraged to reflect on their own work and to consider how it might be improved. This helps them to become more courageous and confident learners. Learning to offer precise and effective feedback to each other has a positive effect on everyone's learning and contributes to a trusting and respectful atmosphere.

Gradual release of responsibility. The power of modelling is evident at every level, everywhere – modelling of positive attitudes, modelling of effective conflict resolution, modelling of teamwork, modelling of learning strategies. Teachers describe how demonstration by the principal or by board or LNS colleagues has been essential to their own learning and how they are trying to provide that same advantage to their students, gradually transferring responsibility to each student as his or her skills and understanding increase. The impact is clear as students are able to articulate the focus of their learning, what strategy they are using and why and how they are being assessed, and explain their growing knowledge by using appropriate subject- and topic-specific language.

Leadership. There is an energy and excitement for learning at St. John The Evangelist that both teachers and parents attribute to the principal's very active and visible leadership. Together, the principal and vice principal lead by example and work with staff, students and parents to build an environment in which every individual, regardless of age, is supported as a learner. The commitment to collaboration is genuine, the willingness to share leadership obvious. Staff members are confident that their collective learning, shared goals, expectations and focused action will sustain continuous progress at St. John The Evangelist.

"The teachers and principal are working in partnership with us." *Parent*

"I've changed my program every year – I do that for the benefit of the kids." *Teacher*

"Our principal is an awesome leader. He delivers what he expects." *Teacher*

"I'm a huge believer in self-reflection as the key for learning." *Principal*

Moving into the future

- learn more about how to develop and apply "burning" questions, rigorous thinking, deeper understanding in instruction and how to involve students in that process
- build student confidence and skill in mathematics, effective use of manipulatives, problem-solving approaches
- share strategies to extend and expand student engagement, to encourage and motivate students to demonstrate their learning
- seek more ways to engage parents in their children's education and enable their participation and involvement

St. Joseph Catholic Elementary School

Niagara Catholic District School Board
Niagara Falls, Ontario

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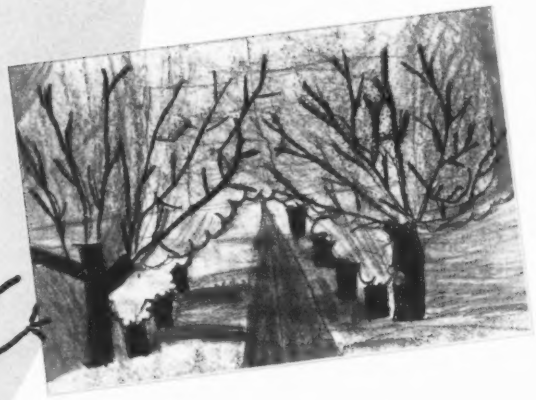


Some Snapshots

Students ...

- write three winning proposals for the ministry's SPEAK UP student voice program
- participate in the annual Jump Rope for Heart and Hoops for Heart to raise funds for the Heart and Stroke Foundation
- act as "Stewards of the Earth" by picking up litter in the school yard and planning a Stewardship Garden
- create projects for the "Historica Fair" – winners represent St. Joseph at Brock University

Parents ...

- enjoy the open door policy supported by every staff member – from teachers and educational assistants to the principal, from the secretary and custodian to the crossing guard
- participate as classroom volunteers
- support learning through Literacy Nights, Snuggle Up and Read Evenings, Home Book Exchanges (bring a book, get a book)
- facilitate Family Movie/Literacy Night through the Catholic School Council

About the school ...

St. Joseph is a small but diverse school community in Niagara Falls, a city built beside the waterfalls on the Canadian/U.S. border. The school is located in the town, serving about 150 Junior Kindergarten to Grade 8 children, many of them new to the country and grappling with the challenges of transience and economic hardship. Yet, supported by their school community, this resilient student population wins awards and is involved in a dazzling range of programs and initiatives.

Staff, students, parents and volunteers contribute to the sense of excitement about learning and the energy for action that is evident throughout the school. Engagement – spiritual, social and intellectual – is the key to their community and to the students' academic success. One parent put it this way, "At this school, teachers have the ability to sneak learning in ... everywhere."

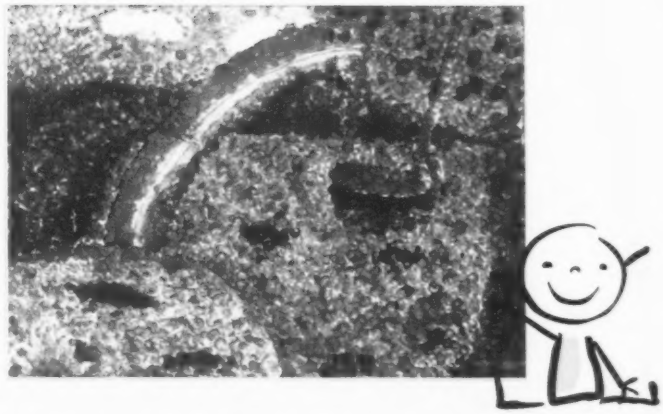
Ongoing improvement ...

Steady improvements in all Grade 3 and 6 assessments have led to high levels of student achievement. This is reflected in the most recent EQAO results. Over the last four years, Grade 3 assessments have increased by over 35 percentage points in reading, writing and mathematics. Between 71 and 81 per cent of the students are achieving at or above the provincial standard. As well, significant increases in the Grade 6 assessments over the last three years confirm the school's commitment to improved student learning and achievement.

Success after struggle ...

Some of the longer-serving staff at St. Joseph recall a time when they confronted low EQAO results. They were named a "Turnaround School," which helped staff shift the focus of their instruction to a balanced literacy approach. Staff who participated in the Turnaround program describe the first critical step as "letting go" of fears and excuses and concentrating on students and their needs. As one teacher said, "In order to be a good teacher you have to use best practice. If it's not working for kids, abandon it!" They point out that support for professional learning was – and remains – essential so that teachers can develop the skills and confidence they need to continue the implementation process.

Through the common focus of a "living" school improvement plan, administrators and staff new to the school are able to begin contributing immediately to the collective effort to improve student learning. The energy and the enthusiasm for learning is contagious, and staff appreciate being part of the professional collaboration. They describe how supported they feel as they plan, learn, share ideas and tackle problems together. "That's what I love about this school," said a teacher. "If I say I don't know, someone here will know or we will find someone outside our school who can help us." Most recently, this once-struggling school earned the Garfield Weston Award for Excellence in Education (First Runner Up) in the category of Improvement in Academics.



Teaching, learning and leading ...

School improvement planning. Through careful analysis of EQAO and literacy assessments, such as observation surveys, running records, Developmental Reading Assessments and classroom assessment, the staff develop and routinely review and modify the school improvement plan. The plan is reviewed at division, team and whole-staff meetings to ensure that it is an authentic working document and that it represents and supports growth and improvement for all teachers and all students.

Integrated approach. At St. Joseph, all the threads are deliberately and thoughtfully woven into a strong fabric that supports student learning and achievement. Strategies that enhance teaching/learning are embraced and implemented, not as individual approaches but as part of a whole network that supports students as they grow and learn. Instructional resources for both literacy and numeracy are selected to support student learning; they are congregated in the book/data room and well organized for ease of access and for addressing specific expectations and student needs.

Celebration of student work. The results of the implementation of this whole-school transformation are celebrated, highlighted and emphasized through informative displays of student work in the classrooms and hallways for all to see and share. The displays are accompanied by an explanation of the work and the ministry expectations that are the focus of the work. Parents, staff and students report that the abundance of displays provides an opportunity to learn about student progress and to motivate further improvement. The displays are a visible representation of the consistency and continuity of instruction and expectations that the staff are determined to provide.

Leadership supports learning. Everyone at the school appreciates and supports the notion of instructional leadership that is articulated by senior board leaders. The principal, like his staff, takes full advantage of opportunities to extend his own learning by collaborating with the St. Joseph staff and by reaching out to share ideas with colleagues beyond the school. Sharing leadership comes naturally at St. Joseph. Staff members know about and respect one another's talents and strengths and are able to easily make the transition between leader and learner roles. Each staff member has a specific area of responsibility within the school improvement plan and everyone contributes to the whole by describing their best practices within each area.

"Our kids know how to ask questions – it's more than just learning to read and write." *Parent*

"We communicate so frequently and so meaningfully that we truly have achieved continuity." *Teacher*

"It is amazingly different – the process is so transparent here." *Teacher (new to the school)*

"We model for kids. Take metacognition. We say to kids, 'Think about your thinking'." We have to say to ourselves and each other 'Think about your teaching'." *Teacher*

Moving into the future

- continue to engage in teacher moderation with colleagues across divisions and with grade partners in other schools
- investigate strategies to sustain momentum, to engage new staff in the collaborative process
- learn more about how to best integrate and support level 1 and 2 learners within classrooms
- develop teaching-learning pathways based on the literacy/mathematics needs of the students
- extend understanding of the School Effectiveness Framework so staff can continue to develop as reflective practitioners

St. Paul's School

Simcoe Muskoka Catholic District School Board
Alliston, Ontario

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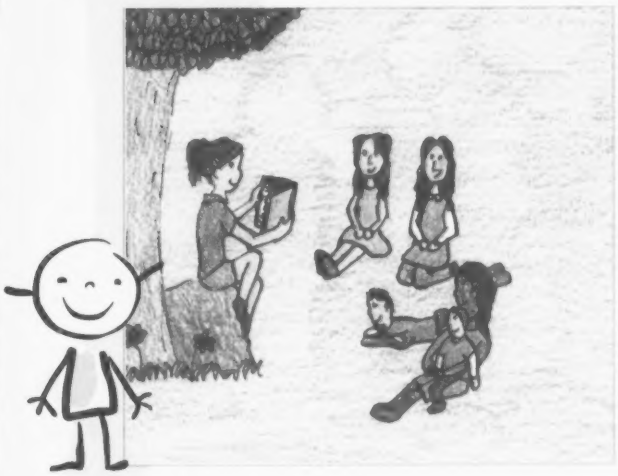

Some Snapshots

Students ...

- are proud advocates of their school community and lead by example
- Junior/Intermediate students are responsible role models for Primary students and support learning as "reading buddies" and companions for many extracurricular activities
- present initiatives at meetings of the Catholic School Community Council

Parents ...

- appreciate open communication with the school so that that small problems never become large problems
- attend presentations to help develop an understanding not only of "what" their children are learning but also of "how" they are learning
- serve as very active and supportive volunteers throughout the school

About the school ...

St. Paul's School is located in Alliston, a small town in Simcoe surrounded by farmland and, in more recent years, a centre north of the GTA for auto manufacturing. The school population of about 300 students, drawn both from town and from the outlying rural areas, represents a wide diversity of economic need. The school motto "You can give without loving, but you cannot love without giving" directs the course for this closely knit, faith-filled community.

The staff at St. Paul's are dedicated not just to the pursuit of academic excellence but to the personal well-being of children and their families. As a school community, St. Paul's is committed to the full inclusion of all students, taking a team approach to goal setting and school improvement.

Ongoing improvement ...

In the 2007–08 EQAO assessments, the results for St. Paul's Separate School have improved significantly in all assessments areas. Seventy-nine per cent of Grade 3 students achieved at or above the provincial standard in reading, 96 per cent in writing and 88 per cent in mathematics. On the Grade 6 assessments, between 80 and 83 per cent of the students achieved at or above the provincial standard. These results confirm the dedication of the staff to higher levels of student learning and achievement.

Success after struggle ...

In the small town of Alliston, St. Paul's School has often been seen as "the small school across town." The building had been in ill repair for years and most recently had been deemed "prohibitive to repair." With the support of parents and community volunteers, the school received a "face lift" that included new painting and extensive ground work. The school also put into place outdoor games for students and a wide variety of additional programs. This has all come about through collaborative planning initiated by the school principal and supported by the staff, parents and parish community.

The staff identified the need to establish a respectful, proactive approach to discipline. A program was introduced that was embraced by the entire school community. Everyone on staff joined in the study and discussion of the program and identified the key principles that would contribute to a calm and empowering learning environment. These key principles were integrated into every classroom, Kindergarten to Grade 8, and the entire school team revisits them regularly.

Within the past year and a half, the school community has blossomed. The "new look," consistent positive discipline and focused academic planning have paid great dividends. The school community has been featured many times on the district school board's website and the students have been recognized for the quality of their work, their involvement in a wide variety of extracurricular activities and the pride they show for their school community.

The school and community are now looking forward with great anticipation to the building of their new school, which is to begin in the near future.

Teaching, learning and leading ...

Focused literacy plan. Recognizing that the success of the literacy program sets the stage for positive results in all areas of the curriculum, St. Paul's has made the implementation of a literacy framework the cornerstone of its approach, putting into place a number of specific strategies:

- providing uninterrupted blocks of time for literacy (and numeracy) in the Primary grades
- lowering the target year to Senior Kindergarten to implement the literacy framework and using a benchmark program to provide the data required to ensure effective programming for each student
- sharing results at monthly divisional meetings where students who need more intensive support are identified

Targeted strategies to get children (and their families) reading include:

- providing students who have been identified as at risk with "three reading meals" a day – the first with the classroom teacher and the second and the third with resource staff and/or a parent volunteer
- providing professional development for parent volunteers and educational assistants on the "Language of Early Literacy" and "Reading Recovery" strategies to ensure that they are providing the best possible support for students
- creating a central library of reading resources with ample material for all reading levels and a DVD of effective practices to encourage reading at home with young children
- sending home a daily agenda that clearly outlines the reading that is required for each evening (parent signature requested)

Consistent approaches to writing have been implemented from JK to Grade 8:

- establishing daily writing as an essential component of the literacy program
- introducing an organizational tool for writing for all grades, collecting samples of student work and a binder of exemplars (for review at monthly Divisional meetings and for sharing with St. Paul's community of schools and across the board)
- displaying student writing in classrooms and throughout the school

In-school professional learning and focused staffing. The School Improvement Plan speaks to the importance of ongoing professional learning for all staff. The model is one of inclusion: teachers, resource staff and educational assistants are part of all professional learning, as appropriate.

Leadership. The Supervisory Officer describes the principal as someone who finds leadership "wherever she lands." The principal describes her role as finding the leaders in the school and enabling them to lead. Staff members note their appreciation for opportunities for leadership – they in turn talk about the leadership the students demonstrate.

"The principal's spirit connects us." *Parent*

"This is like a family ... I know I can come and talk to all of the teachers." *Newcomer Parent*

"Targeting a kid's learning needs means having to try new things." *Teacher*

"We're very proud of the success we are achieving and would be honoured to share our best practices with others." *Principal*

Moving into the future

- expand St. Paul's repertoire of strategies for differentiating instruction and using assessment data
- share experiences with other teachers/schools who are effectively utilizing SMART Boards
- visit other classes and meet with teachers who support professional growth in a problem-solving approach to mathematics in the Junior and Intermediate divisions
- develop an "Essential Skills" document that will outline best practices and expectations for all subject areas

Trillium Woods Elementary Public School

Simcoe County District School Board
Barrie, Ontario

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Some Snapshots

Students ...

- enjoy a full range of activities and clubs (e.g., sports, Greenteam, school musical, chess, choir, reading club)
- take part in daily fitness activities (as part of "Healthy Active Schools") as well as more traditional sports (e.g., volleyball, basketball, football, rugby, track and field)
- fundraise for *Schools 4 Schools* and other projects for students around the world
- are proud to "Commit to Character" – enjoying recognition at regular assemblies for such qualities as integrity, optimism, empathy and courage

Parents ...

- enjoy the school's open door policy
- appreciate the high visibility of staff, their approachability, and their timely responses to parent questions and student needs
- support a caring and dedicated School Council

About the school ...

Trillium Woods is a Junior Kindergarten to Grade 8 school in Barrie, a central Ontario city that has experienced significant growth in recent years, with an influx of newcomers not only from other parts of Canada but from across the world. The student population, of approximately 530 children, mirrors the demographic changes of Barrie, representing many different cultures, languages and economic circumstances. The school motto *We inspire our community of learners to achieve – We believe* is a promise to improve practice and increase success for both students and their families.

While the school has worked hard to create its safe, inclusive and child-centred learning environment, the improvements in student learning are linked most dramatically to improvements in adult learning – "We go out of our way to keep learning," is how a teacher describes the focus of the school's efforts. Students have reaped the benefits as their teachers have wrestled collectively with achievement data, identified gaps in learning and adjusted instruction accordingly – "You can feel the energy in the building – we feel privileged to be here!"

Ongoing improvement ...

Significant improvements in the Grade 3 assessments, over the last three years, have led to high levels of student achievement. Seventy-six per cent of students achieved at or above the provincial standard in reading, 94 per cent in writing and 92 per cent in mathematics. In Grade 6 assessments, there have been significant improvements as well. The school's results, in all assessment areas, are above the board and provincial results. This reflects the commitment of the staff to improve student learning and achievement.

Success after struggle ...

As teachers deepened their analysis of student achievement results, they shifted their focus from *what* students were learning to *how* students were learning – and this became the focus of their work in PLCs (same grade, division, family of schools). They began by studying the ministry's *Guides to Effective Instruction* and undertaking a cross-grade research inquiry to get a global picture of instruction at the school. Then they worked at developing consistency for instructional practice and a common language for all. The PLCs provided opportunities for teachers

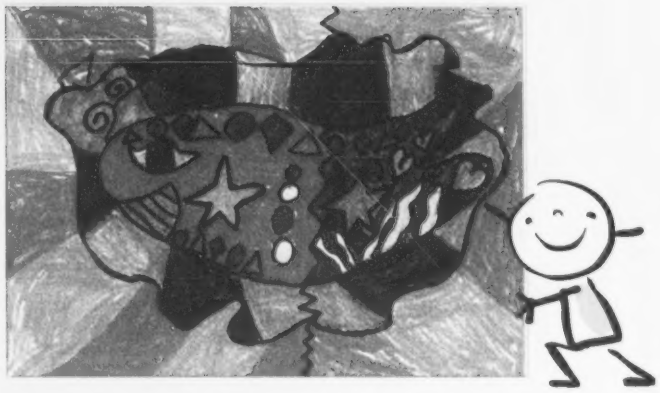
to explore new instructional strategies, review resources, look at assessment data and study student work samples. They also visited "collaboration classrooms" in other schools and welcomed teachers into their classroom to further discuss and reflect on effective instructional practice. This information was then used to inform discussions regarding the literacy and numeracy foci identified in the School Improvement Plan. PLC work helped staff develop a collaborative process for tackling school issues and an improved ability to respect both the strengths of individuals and the value of partnerships.

The data analysis identified significant gaps in student skill and understanding in mathematics. As staff reflected on these data, they identified gaps in their own practice, including over-use of paper/pencil activities, addressing all of the curriculum expectations and lack of engagement of particular groups of students, especially boys. This recognition led not to retrenchment but to openness to explore how they might teach mathematics differently, exploring with colleagues from another school an inquiry approach. The decision was made to implement a problem-solving approach to mathematics, in particular the three-step lesson model. Students were encouraged to select appropriate manipulatives and support each other's learning in small groups. Technology, including SMART Boards, was acquired along with mathematical games to reinforce and consolidate learning.

Teaching, learning and leading ...

Consistency across the grades. Teachers have worked persistently to ensure a high degree of consistency in language and instructional strategies from classroom to classroom and grade to grade. Their success is directly attributed to the discussions, planning sessions and implementation of effective learning strategies that have resulted from their PLCs. There is an observable continuity in the use of learning resources, such as anchor charts, exemplars and "hands-on" word walls for both math and literacy. As the students move between grades, they focus on building their skills rather than figuring out what is expected in different classrooms. Timetabling ensures like-grade teacher planning and uninterrupted daily literacy and numeracy blocks.

Use of data for informed instruction. Critically analyzing data to identify evidence of student achievement and growth and to target key areas of need is essential to setting specific learning objectives. Teachers use their professional knowledge and data from a variety of sources,



such as EQAO, AEL, CASI, PM Benchmarks and ONAP, to plan, differentiate and adjust instruction. Data walls are regularly updated and teachers discuss trends, strategies and best practices during PLCs. Selected students are tracked through a case management model that promotes dialogue and informs instructional decisions.

Shared leadership. Trillium Woods supports shared leadership among students, staff, families and community support agencies. The staff encourages the collaboration of parents and students in planning activities, such as curriculum presentations, assemblies and volunteer activities. "You don't have to worry about distributed leadership in this building – we're all in it together," in the words of the principal. Staff welcomes co-op students from the local secondary school, teacher candidates from the faculty of education and students enrolled in child and youth worker programs at the local community college to join in this dynamic learning community.

"Staff had to look outward ... and come out of comfort zones." *Teacher*

"We expect success." *Teacher*

"All of the students are my students." *Teacher*

"If a strategy works for kids in Grade 2 then keep using it – even into high school. Why would we deprive students of a strategy as they move into the next classroom?" *Superintendent*

Moving into the future

- learn more about how to integrate technology in classrooms to enhance learning in mathematics and literacy
- increase knowledge and understanding of the three-part lesson, using real-life problem solving and further integrating manipulatives into math lessons
- refine assessment and data analysis to better identify student strengths, needs and next steps
- broaden knowledge and implementation of differentiated instruction strategies, with a focus on boys' literacy

The Valleys Senior Public School

Peel District School Board

Mississauga, Ontario

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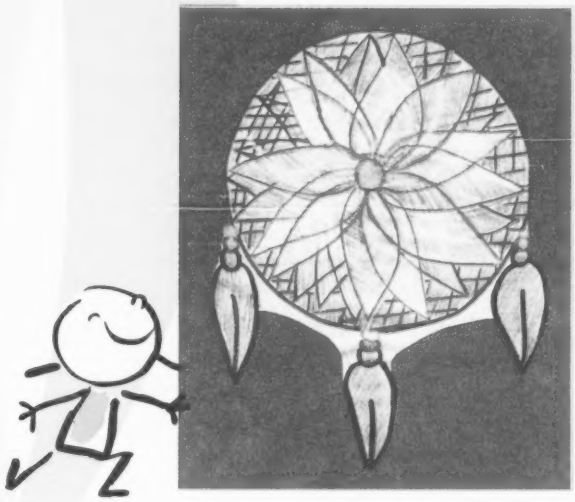

Some Snapshots

Students ...

- take part in leadership and citizenship opportunities, such as Me to We, Freedom Writers and Peer Pals
- participate in various councils and fine arts, music and athletic activities
- enjoy a range of choices within both the classroom and the wider school community

Parents ...

- take advantage of the open door policy, dropping by as their schedules permit
- appreciate efforts to make the school a place their children want to be
- credit the school with helping their children find and develop interests and passions

About the school ...

The Valleys is a school of 600 students in central Mississauga – a city on the 401 just outside Toronto that is the first stop for many newcomer families to Canada. A number of The Valleys' students spend less than a full year in the school, and the majority (60 per cent) do not speak English as their first language at home.

Offering a multitude of citizenship, arts and athletic activities, working closely with the adjacent community centre and keeping the building open seven days a week, this Grade 6 to 8 school is a hive of action and excitement. And at the centre is the commitment to student learning. Parents marvel at the effort that teachers put into knowing their children and ensuring that learning is happening for all of them. "Teachers seem to know all the students. They make personal connections and help kids find and develop their interests and passions ... teachers get their best in the classroom because they see them at their best outside the classroom." All members of Valleys' staff – principal, teachers and support staff – are involved in goal setting for student success.

Ongoing improvement ...

The Valleys Senior Public School has met the needs of their students in a multicultural setting. This is confirmed by the significant increases in the Grade 6 results on the most recent EQAO assessments. There has been steady improvement over the last five years. Over the past three years, results have improved between 10 and 13 percentage points in reading, writing and mathematics. These improvements reflect the commitment of the staff.

Success after struggle ...

Teachers at the school point out that it is not always comfortable to acknowledge they don't have all of the answers, but what is evident is their support for one another's professional learning. Their professional dialogue is going much deeper as they collaborate to determine those strategies that best meet the student's needs.

Grade-level teams have begun to see themselves as not only responsible for teaching their content area, but for specific skills within the curriculum expectations that are common and can be identified through curriculum mapping. Thoughtful planning (using backward design carefully crafted into a teaching-learning critical pathway) has contributed to enhanced instructional practices of teachers and greater achievement by students. Staff members are seeing the potential of this approach as they collect baseline data from multiple sources, moderate results, determine greatest areas of need, teach specifically and explicitly, and then once again measure the results through a common assessment.

Teaching, learning and leading ...

Differentiated instruction. With their board's support, teachers focus on explicit teaching of specific skills. Teaching strategies are structured to match student strengths and needs. A cross-curricular integrated approach clarifies for students what is expected of them, provides common messages and reinforces learning. Taking action to address student needs, teachers have realized the importance of integrating the instruction of literacy and numeracy skills across the curriculum. A thorough examination of question types and rich response formats has changed teaching practice.

Strategic use of technology. Teaching with technology gives teachers the ability to "hook" kids on learning. Software resources are carefully chosen for their application to curriculum expectations and capacity to extend learning. At The Valleys, technology provides a teaching tool that enhances the use of graphic organizers and engages students in higher-order thinking and problem solving.

Regular assessment and analysis. Close examination of data from classroom assessments, report cards and EQAO provides the basis to identify those students who, on a particular topic or for a specific skill, would benefit from small group teaching and practice. This allows teachers to target instruction in response to student need. Flexible groupings and timetabling adjustments enable teachers to maximize the time and opportunity to work with those students who need additional support.

Formal and informal leadership. The principal and the staff build strategically on each other's strengths to provide leadership and instruction that maximizes teaching and learning. Leadership among staff takes shape in a variety of formal and informal ways including grade-level chairs, subject-specific team leaders, school success action teams and technology leader to name a few.

"It's a place where kids want to be. They know they can go beyond the classroom." *Parent*

"We've got to go with the tempo. We're beyond the age of talk and chalk." *Teacher*

"We have high expectations of ourselves, not just of the kids." *Teacher*

"People feel validated when you recognize their strengths and support them in using those strengths with students." *Principal*

"Students need to know when they come here, they're known." *Principal*

"My role is to coach and support. My role is about teaching and learning." *Superintendent*

Moving into the future

- continue to refine and share evidence-informed strategies and skills and develop common grade-level assessment instruments
- broaden the opportunities for sharing daily best practices – build in time for professional dialogue, reflection, problem solving and practice
- increase the level of parental involvement in student learning despite language barriers and time constraints

Vaughan Willard Public School

Durham District School Board
Pickering, Ontario

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Some Snapshots

Students ...

- take part in Character Counts, Kids for Change (e.g., Star of Hands project and Evening of Culture to raise awareness of cultural diversity) and PROPS (Peer Run Organized Play Stations)
- serve as members of the Eco Team (e.g., evaluate energy use and waste production, support "boomerang lunches," conduct awareness campaigns and take part in the 20 Minute Pickering Makeover)
- serve as Library Leaders (e.g., help shelve books and support various literacy promotions) and enjoy a variety of book clubs and literacy activities
- participate in a wide array of intramural and extramural sports, activities and clubs

Parents ...

- are positively engaged with School Community Council activities
- serve as volunteers in partnership with classroom teachers and in broader fundraising initiatives
- participate in a variety of school events to support family literacy and community involvement

About the school ...

Vaughan Willard Public School is located in Pickering, a city that has developed rapidly over several decades to become a major destination for new businesses. The school was built in 1957 on a field surrounded by farmland, quite different from the suburban community that surrounds the school today. Yet while the population of this Kindergarten to Grade 8 school is gradually becoming more diverse, the majority of students continue to walk to school. Presently about 330 students attend. In addition to regular classes, the school has one self-contained Junior Behavior Assessment class.

Academic excellence and personal development and citizenship are stressed in equal measure in the school's philosophy and approach. Student leadership is a priority with opportunities to participate in a number of committees written into the overall school plan. Students are encouraged to organize events, give input for improvement and receive training, for example, in anti-racism and playground leadership. Character development sets a positive tone for relationship building. Just as student engagement is cultivated deliberately, so too is parent engagement, ensuring the school's continuing role as the heart of its community.

Ongoing improvement ...

Over the last three years, there have been improvements of between 19 and 31 percentage points in all six EQAO assessment areas. On the Grade 3 assessments, 76 per cent of the students are achieving at or above the provincial standard in reading, 71 per cent in writing and 76 per cent in mathematics. There has been significant improvement on the Grade 6 assessments over time as well. These improvements reflect a commitment to higher levels of student learning and achievement.

Success after struggle ...

Approximately three years ago, half of the school burned to the ground. Staff, students and community members were involved in a rebuilding process and during a two-year period were housed in portables while the new addition took shape. There were many challenges throughout this process that led to a downturn in school spirit. Rebuilding was not simply mortar and bricks but a revitalization of respect, commitment and caring across the school community. Staff, students and community members are proud to be together and looking forward to the future.

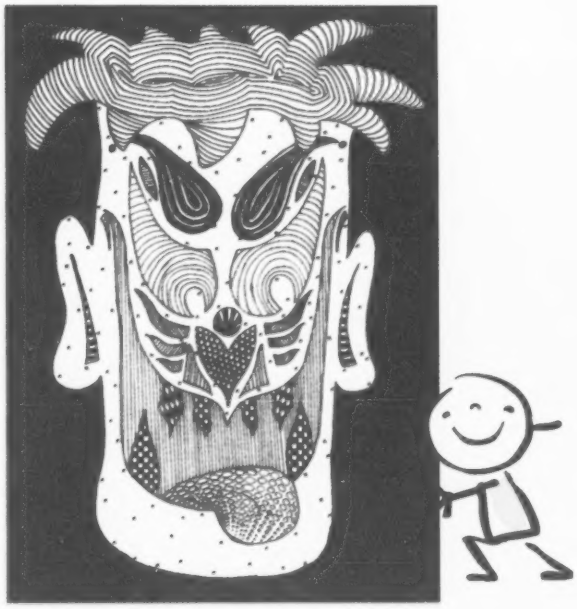
Vaughan Willard's focus on student needs led to a concern about gender equity, specifically boys' underachievement in literacy assessments. Staff have been persistent in engaging boys in reading and writing by creating "boy-friendly" literacy environments in every classroom. Key has been the acquisition of non-fiction texts in many different formats, including magazines and books, and engaging students in the use of computer technology. The school supports an active boys' book club and mentoring by older boys to get younger ones engaged in reading. After-school tutoring is also provided for students as part of the school's OFIP tutor funding. The program focuses on reading, comprehension, vocabulary and oral language development. Eight small groups are currently in operation.

Teaching, learning and leading ...

Professional learning. Ongoing professional learning is a key part of the school ethos and its revitalization strategy. Each month, teachers participate in PLC sessions where they have an opportunity to review assessment data, share evidence-based strategies that are being implemented to support students who are struggling and explore high-value resources that they can use in their classrooms. To further their professional learning, they attend monthly regional sessions (co-led by the school's Literacy/Numeracy Facilitator) and family of schools network sessions where teachers take turn as area leaders.

Planning framework for student success. This planning framework is used by all teachers in the school to help manage time commitments for planning and dialogue. The cyclical process begins with the data provided by assessment tools, such as EQAO, Running Records, CASI, OWA and classroom assessments, followed by discussion and then by decision making about reading and writing emphases and accompanying strategies. This is followed by teachers learning with each other as they observe one another's implementation of such promising strategies as the comprehensive literacy block and providing timely, explicit written feedback to students. Then the cycle begins again.

Staff use instructional mapping across divisions as a common planning template. An example would be a focus on retelling and restating in the Primary division, and an emphasis on identifying the characteristics of



non-fiction text for the Junior division. Central to this process is the students and a belief that instruction is always evolving to target their particular learning needs.

"We leave feeling the kids are safe. That's the best thing for a parent ... It's genuine ... The principal cares about you, your community." *Parent*

"We have a student-centred approach so year to year depends on the students." *Teacher*

"Our focus is on teamwork and collective growth." *Principal*

learn more about making connections between non-fiction reading and writing

learn more about gradual release of responsibility with a focus on independence and differentiated instruction to develop proficiency with the full range of strategies to use in uninterrupted literacy blocks

learn more about problem solving in mathematics

Westminster Public School

Upper Canada District School Board
Brockville, Ontario

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Some Snapshots

Students ...

- benefit from collaborative efforts between the school and community partners, such as St. Lawrence College, Child and Youth Wellness Centre, the Early Years Centre, the Brockville Police, Wesleyan Church Homework Club and the Nutrition for Kids breakfast, snack, and lunch program, Big Brother/Big Sister Mentors and Volunteer Club
- are proud of their school – "Winners at Westminster"
- support the school focus on academics, athletics and character
- support an active student council, which plans many events

Parents ...

- have increased participation in school functions, such as Movie Nights, fundraisers, Christmas Concert, Terry Fox Walks and evening dances
- have a media board outside the school that advertises school successes and events, which helps to stimulate interest in the school by parents and the community
- have boosted Parent Council membership from two members to nine

About the school ...

Westminster Public School is located in Brockville, a border city midway between Toronto and Montreal on the north shore of the St. Lawrence River. "Many families," says the principal, "experience the challenges of living in an area where job opportunities are limited and they work hard to support their children's learning." The school embraces its shared responsibility not only with families but also with the wider community to ensure student success. In the words of a teacher, "We want our kids to know how to do things – to learn, to be successful, to think I can do this – I'm smart!" Presently the school offers a dual track program, core French for children in Kindergarten to Grade 8 and extended French for those in Grades 5 to 8.

The student population of 325 is diverse not only in academic, social and economic terms but also includes a number of children (approximately 20 per cent) who have been identified as having exceptional learning needs and requiring individual learning plans. For all these students, literacy has been the key. All the school's work is aligned to support literacy instruction, whether this means providing professional learning so that teachers can implement promising instructional practices or pursuing grants so that they can acquire resources needed to do the best job possible. With sustained success over the past three years in the reading and writing components of the literacy program, a gradual shift is being made toward numeracy.

Ongoing improvement ...

The commitment to higher levels of student achievement is reflected in the 2007–08 EQAO assessment results. Eighty-seven per cent of the Grade 3 students achieved at or above the provincial standard in reading, and 100 per cent of the students achieved the same in both writing and mathematics. These results reflect great improvement over the last three to four years. Significant improvements in the Grade 6 assessments are also evident as students exceed the provincial goal of 75 per cent in both reading and writing.

Success after struggle ...

Just as the shift from reading to writing to numeracy has been a natural progression, so too has there been a natural re-culturing of the school climate. The students, staff and community are celebrating Westminster's transition from an athletic school to an athletic *and* academic school.

The collaborative culture, use of assistive technology, common focus and pride in the accomplishments have fostered a school climate that supports teaching and learning.

The focus on how students learn has encouraged modelling, using explicit teaching techniques and involving students in assessment and evaluation processes, such as co-construction of criteria. This focus has helped students and teachers know *what "good" looks like.*

Improvement in EQAO scores has been remarkable. In the primary assessment, reading, writing and mathematics scores have more than doubled in three years. In the junior assessment, reading and writing scores have improved by more than 20 per cent in three years. Each month, there is a Celebration of Learning assembly where students and staff are recognized for their ongoing commitment to learning. Individuals are recognized for their achievements in various areas, from athletics and being friendly on the bus, to pure academics and the arts. This is a reminder that everyone can achieve!

Teaching, learning and leading ...

Teacher learning through PLCs. As teachers learn from one another within grade level, productive strategies spread throughout divisions. Weekly PLC meetings enable teachers to work together to develop, plan and implement goals. Staff members feel a common bond to improve student learning and achievement. At PLCs teachers are investigating and promoting effective strategies to enhance student achievement. These short/long-term foci change as the results improve, and teachers and students move forward to tackle new challenges.

Focus on instructional practice. Westminster's ambitious school improvement plan, developed in collaboration with its families of schools, supports the board's strategic plan to achieve a 90 per cent high school graduation rate. However, while staff members acknowledge that effective planning is important, they understand that reaching students comes about through great teaching. Explicit teaching practices and modelling have helped to improve teaching and learning across the school. The use of anchor charts has enabled teachers to demonstrate the desired end product of student work. Quality mentor texts are used across grades.

Differentiated instruction. Literacy groups based on data collected from a variety of assessment tools (including PM Benchmarks, CASI and teacher observations) have been an essential part of instructional practice at Westminster and have led to solid literacy acquisition. The groups are flexible, fluid and responsive to student needs and learning styles. The data collected to group students are also used to create a focus for collaborative planning. Using small group instruction has allowed teachers to maintain the same expectations for students, and cover the same content, while tailoring their lessons to the specific learning needs of the individual children.

Use of assistive technology. The needs of many students are met through the use of assistive technology. Instruction in the use of assistive programs, such as Word Q and Kurzweil, allows students to become more independent and improve their self-esteem. Resource teachers, classroom teachers and board-level specialists collaborate to identify individual needs. Individual learning plans are developed and techniques are incorporated (e.g., scribes technology) to ensure success for students.

"We have chances to shine – we're almost forced to shine in at least one thing." *Student*

"All teachers know all the kids – not just the ones in their own classes." *Teacher*

"Teachers here have changed my children's lives." *Parent*

"Raising kids is a two-part job – home and school – both are reflected here in the faces of the children." *Parent*

"Older kids take responsibility and leadership for what happens at school – they feel valued and respected." *Parent*

"This school was known for athletics. Now, students want to be 'smart' athletes." *Principal*

Moving into the future

- increase focus on using data from a variety of sources, such as PM Benchmarks, CASI, EQAO and PRIME Mathematics to improve teaching, learning and achievement
- implement and model explicit teaching practices during numeracy and literacy blocks with an emphasis on higher-order thinking and problem solving
- continue to provide time for PLCs during the school day
- encourage parents, guardians and community agencies to become partners in student success and continue to learn together

Wilkinson Junior Public School

Toronto District School Board
Toronto, Ontario

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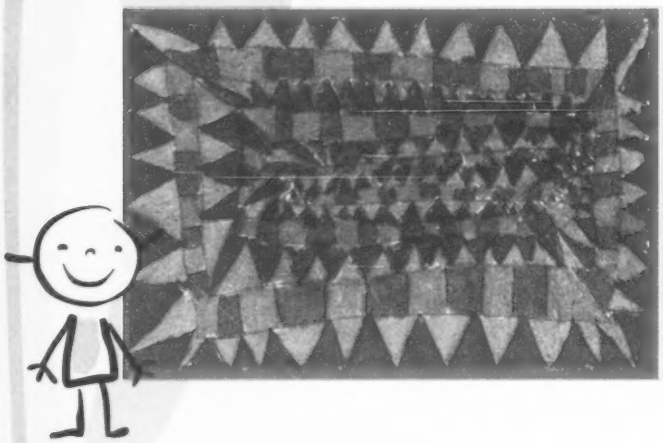


Some Snapshots

Students ...

- are encouraged to share their strengths and talents within the school community
- serve as reading buddies and classroom assistants who support the learning of younger students while reinforcing their own academic and learning skills
- join and participate with others in intramurals and teams (e.g., Frisbee, baseball, soccer and badminton) and clubs (e.g., chess club, comic book club, decorating club, and graphic arts club)
- take part in choirs and the arts (e.g., the impressive murals throughout the school are the result of students working with community artists to enhance their physical environment)
- serve as student ambassadors, interpreters and special friends to students who are new to the school

Parents ...

- appreciate the open door policy and the willingness to listen, respond and help
- enjoy ongoing communication via email, phone, hallway or parking lot chats, during and after school
- work with staff to support activities in the classroom, outside the classroom and beyond the school
- support the School Council, which is active in bringing authors and artists into the school, in organizing and sponsoring school and community events, in providing financial support for instructional resources and in subsidizing student activities so that every child has equity of opportunity

About the school ...

Wilkinson Public School is located in the Danforth/ Donlands community in east central Toronto. Built almost a century ago and named after an early Toronto Board of Education trustee and advocate for public education, the school today serves a tightly knit yet highly diverse community. The student population of 500 children, Kindergarten to Grade 6, represents at least 15 different language groups "presenting an opportunity," says the principal, "to learn about and celebrate our different cultures and experiences."

The commitment to inclusion and equity is a fundamental school principle, with staff embracing the notion that while "every child needs to feel he or she belongs, every child belongs to all of us." The welcoming, respectful and safe atmosphere of the school nourishes connections between and among staff, students and families, one teacher commenting, "[it's] grass roots, not top down – all of it is generated from natural relationships." This network of relationships enables the school to provide rich learning opportunities for students within and beyond the classroom. "There's lots of talk about our school," says one parent, "about all the great things that are happening here."

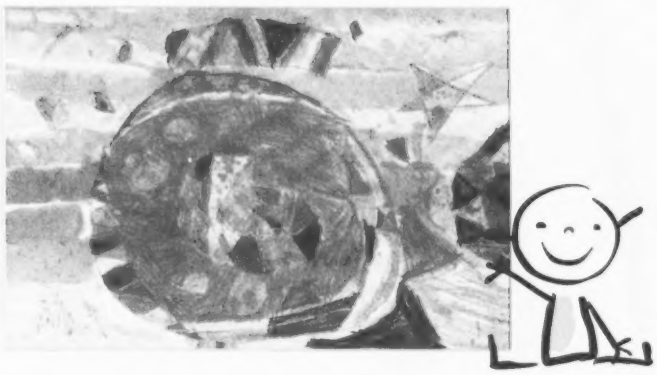
Ongoing improvement ...

With 74 per cent of Grade 3 students achieving at or above the provincial standard in reading, 81 per cent in writing and 93 per cent in mathematics in the 2007-08 EQAO assessments, the focus on higher levels of student achievement is evident. These results reflect significant improvements over time. On the Grade 6 assessments, there have also been improvements of between 17 and 35 percentage points over the last three years. The school's results are well above the board and provincial results.

Success after struggle ...

The staff cite accessibility to student data as the beginning of their learning journey. The data allowed a careful assessment of student strengths and needs, facilitating more precise teaching by enabling teachers to match their instruction to the needs of groups of students as well as individuals. "Data help you see where the gaps are," says a Wilkinson teacher, "where the holes are that need to be filled."

Collaboration and professional sharing continue to grow at Wilkinson thanks to the professional learning opportunities provided by the board and by the family of schools focused on literacy, numeracy and leadership. Various teachers participate in these sessions and share their learning with their colleagues. The professional environment fostered by the school administration encourages teachers to contribute to one another's learning and to use their professional judgment to improve the learning of their students. The new teacher mentor program is providing newer teachers with opportunities to learn both from each other and from more seasoned teachers in the school.



Teaching, learning and leading ...

Focus on school-wide themes. Administration and staff generate ideas and determine key opportunities to focus learning around school-wide themes. These themes are selected for their potential to engage students and staff together in rich and meaningful learning. One example is the "Telling Bee" initiative, which focuses on improving oral language through storytelling. Throughout the year, students meet and learn from storytellers, see their teachers model storytelling, talk with parents and family about their own stories, and develop and refine their stories. Their learning culminates with a published book that includes stories from every student and staff member at Wilkinson. Parents play an integral role in this endeavour, assisting with the storytelling, scribing and editing the final publication. Similar opportunities abound at Wilkinson, which are evidence of the school's commitment to engaging, relevant and intentional teaching and learning for all.

Student needs. Teachers use data to target student needs and then work to improve student reading, writing and math skills. Information provided by the board has supported analysis of each student's needs and progress and provides a focus for both classroom and small group instruction. By coupling academic data with learning skills data, the staff are able to broaden their analysis of performance to include not just academic results but the habits and personal skills that support effective learning, including attendance, work completion and teamwork.

Common language. The staff appreciate the value of common language. They see the benefit to students when there is a higher degree of consistency among teachers when they teach and employ common classroom terms and subject-specific vocabulary. Through discussions across grades and divisions, teachers are able to create greater consistency in their instructional language.

Focus on numeracy. Use of math word walls and the focus on answering open-ended questions have helped to improve student skills in the area of mathematics. Appropriate and engaging manipulatives support this process.

Distributed leadership. According to the supervisory officer, "the principal constantly promotes the leadership of others." Teachers describe decision making in the school as a process that honours everyone's ideas, seeks innovation, respects teachers' professionalism and sustains a focus on improving opportunities for student learning and growth. Staff members assess all ideas and prioritize initiatives together, resulting in a sense of collective ownership for the school's direction. The administration and the staff lead by example, with high expectations for themselves as well as for their students. The administration actively and purposefully provides the encouragement, support, resources and conditions that the staff need to help students. At Wilkinson, leadership is a team event that includes staff, administration, parents, community and students.

"They take their personal time to support our kids – and that's very special." *Parent*

"The reduction in class size has enabled us to give more focused instruction to students and more attention to families." *Teacher*

"We're not changing the whole world today – We'll change one thing today." *Principal*

"This school's approach is always 'What can we do together to make this work for this child?'" *Supervisory Officer*

Moving into the future

- learn more about whole staff planning, curriculum mapping across grades, identifying implications for assessment and reporting, and managing demands of curriculum expectations
- learn more about the structures that others are using to support professional learning, communication, decision-making and team processes
- find ways to further incorporate technology in ways that will expand learning and engage students in more interactive experiences
- find out more about how others are working to sustain high student achievement

Schools on the Move Directory

English Language Schools

2009

Agincourt Road Public School
Ottawa-Carleton District School Board
Ottawa, Ontario
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Allan A. Greenleaf School
Hamilton-Wentworth District School Board
Waterdown, Ontario
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Archbishop O'Sullivan Catholic School
Algonquin and Lakeshore Catholic District School Board
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Beavercrest Community School
Bluewater District School Board
Markdale, Ontario
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Blessed Kateri Tekakwitha Catholic School
Hamilton-Wentworth Catholic District School Board
Hamilton, Ontario
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Century Public School
Ottawa-Carleton District School Board
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Charles Howitt Public School
York Region District School Board
Richmond Hill, Ontario
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Chief Dan George Public School
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Toronto, Ontario
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Dallington Public School

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Toronto, Ontario

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Gosford Public School

Toronto District School Board
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Grandview Public School

Durham District School Board
Oshawa, Ontario

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Howick Central Public School

Avon Maitland District School Board
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Hyde Park Public School

Lakehead District School Board
Thunder Bay, Ontario

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King George Public School

Near North District School Board
North Bay, Ontario

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Lakeroad Public School

Lambton Kent District School Board
Sarnia, Ontario

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Orde Street Public School

Toronto District School Board
Toronto, Ontario

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St. Augustine Catholic School

Ottawa Catholic District School Board
Ottawa, Ontario

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St. Christopher Catholic Elementary School

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Sudbury, Ontario

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St. Christopher Catholic Elementary School

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Windsor, Ontario

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St. Gerald Catholic School

Toronto Catholic District School Board
Toronto, Ontario

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Toronto Catholic District School Board
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2008

Rainbow District School Board

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Trillium Lakelands District School Board

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Thames Valley District School Board

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Greater Essex County District School Board

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Bluewater District School Board

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Durham Catholic District School Board

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St. Clair Catholic District School Board

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York Catholic District School Board

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Grand Erie District School Board

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P6C 4R7

Renfrew County Catholic District School Board

CONTACT INFORMATION
Principal: Randy Bissonnette
Phone: 613-687-5918
Email: rbissonnette@rccdsb.edu.on.ca
Website: http://www.rccdsb.edu.on.ca/sorrows/

Mailing Address:
Our Lady of Sorrows Catholic School
19 Mohns Avenue
Petawawa, ON
K8H 2G7

Priory Park Public School

Upper Grand District School Board

CONTACT INFORMATION
Principal: Leanne Johns
Phone: 519-836-7710
Email: leanne.johns@ugdsb.on.ca
Website: http://www.ugdsb.on.ca/priorypark/

Mailing Address:
Priory Park Public School
275 Scottsdale Drive
Guelph, ON
N1G 3A1

R.A. Sennett Public School

Durham District School Board

CONTACT INFORMATION
Principal: Mary-Ann Nova
Phone: 905-668-3221 or 905-668-3469
Email: nova_maryann@durham.edu.on.ca

Mailing Address:
R.A. Sennett Public School
300 King Street
Whitby, ON
L1N 4Z4

Regina Mundi Catholic School

Hamilton-Wentworth Catholic District School Board

CONTACT INFORMATION
Principal: Ms. Lillian Scibetta
Phone: 905-383-7244
Email: scibettal@hwcdsb.ca
Website: http://www.hwcdsb.edu.on.ca/regmundi/index.html

Mailing Address:
Regina Mundi Catholic School
675 Mohawk Road West
Hamilton, ON
L9C 1X7

Sacred Heart Catholic School

Algonquin and Lakeshore Catholic District School Board

CONTACT INFORMATION
Principal: Kate Shoniker
Phone: 613-398-6393
Email: shoniker@alcdsb.on.ca
Website: http://www.alcdsb.on.ca
(access through board website)

Mailing Address:
Sacred Heart Catholic School
31 Thomas Bata Boulevard
Batawa, ON
K0K 1E0

Sandhills Public School

Waterloo Region District School Board

CONTACT INFORMATION
Principal: Betti Adams
Phone: 519-744-4430
Email: betti_adams@wrdsb.on.ca
Website: http://www.wrdsb.on.ca
(access through board website)

Mailing Address:
Sandhills Public School
1250 Victoria Street South
Kitchener, ON
N2N 3J2

Sir John A. Macdonald Middle School

Peel District School Board

CONTACT INFORMATION
Principal: Michelle Anderson
Phone: 905-457-5535
Email: michelle.anderson@peelsb.com
Website: http://www.peel.edu.on.ca
(access through board website)

Mailing Address:
Sir John A. Macdonald Middle School
250 Centre Street North
Brampton, ON
L6V 2R4

St. Ann School

Thunder Bay Catholic District School Board

CONTACT INFORMATION
Principal: Mr. Peter Prochilo
Phone: 807-577-7211
Email: pprochil@tbcdsb.on.ca
Website: http://www.tbcdsb.on.ca/
(access through board website)

Mailing Address:
St. Ann School
1130 Georgina Avenue
Thunder Bay, ON
P7A 3J1

St. Barbara Catholic Elementary School

Toronto Catholic District School Board

CONTACT INFORMATION
Principal: Carla Marchetti
Phone: 416-393-5274
Email: carla.marchetti@tcdsb.org
Website: http://www.tcdsb.org
(access through board website)

Mailing Address:
St. Barbara Catholic Elementary School
25 Janray Drive
Scarborough, ON
M1G 1Y2

St. Dominic Catholic School

Dufferin-Peel Catholic District School Board

CONTACT INFORMATION
Principal: Silvina Wolf
Phone: 905-278-9821
Email: silvina.wolf@dpcdsb.org
Website: http://www.dpcdsb.org/DOMNC

Mailing Address:
St. Dominic Separate School
515 Hartsdale Avenue
Mississauga, ON
L5G 2G7

St. Francis de Sales Catholic School

Durham Catholic District School Board

CONTACT INFORMATION
Principal: David Malleau
Phone: 905-683-3320
Email: david.malleau@dcdsb.ca
Website: http://www.dcdsb.ca
(access through board website)

Mailing Address:
St. Francis de Sales Catholic School
72 Church Street South
Ajax, ON
L1S 6B3

St. Francis of Assisi Catholic School

Wellington Catholic District School Board

CONTACT INFORMATION
Principal: Joanne Basso
Phone: 519-821-9160
Email: joanne_basso@wellingtoncssb.edu.on.ca

Mailing Address:
St. Frances of Assisi Catholic School
287 Imperial Road South
Guelph, ON
N1K 1M3

St. Francis Xavier Catholic School

Catholic District School Board of Eastern Ontario

CONTACT INFORMATION
Principal: Linda Callaghan
Phone: 613-342-0510
Email: linda.callaghan@cdsbeo.on.ca

Mailing Address:
St. Francis Xavier Catholic School
74 Church Street
Brockville, ON
K6V 3X6

St. Gabriel Catholic School

Brant Haldimand Norfolk Catholic District School Board

CONTACT INFORMATION
Principal: Louis Yacobucci
Phone: 519-756-4706
Email: lyacobucci@bhncdsb.edu.on.ca
Website: http://www.bhncdsb.ca
(access through board website)

Mailing Address:
St. Gabriel Catholic School
14 Flanders Drive
Brantford, ON
N3T 6M2

St. Patrick Catholic Elementary School

Peterborough Victoria Northumberland and Clarington Catholic District School Board

CONTACT INFORMATION
Principal: Liz Fowler
Phone: 705-742-9801
Email: tleblond@pvnccdsb.on.ca

Mailing Address:
St. Patrick Catholic Elementary School
300 Otonabee Drive
Peterborough, ON
K9J 8L9

St. Paul's Catholic Elementary School

Peterborough Victoria Northumberland and Clarington Catholic District

CONTACT INFORMATION
Principal: Judy Atkins
Phone: 705-652-7532
Email: jatkins@pvnccdsb.on.ca
Website: http://www.pvnccdsb.on.ca
(access through board website)

Mailing Address:
St. Paul's Catholic Elementary School
2 Grant Avenue, P.O. Box 370
Lakefield, ON
K0L 2H0

St. Peter Catholic Elementary School

York Catholic District School Board

CONTACT INFORMATION
Principal: Dominic Mazzotta
Phone: 905-851-2871
Email: dominic.mazzotta@ycdsb.ca
Website: http://spr.ycdsb.ca/

Mailing Address:
St. Peter Catholic Elementary School
120 Andrew Park
Woodbridge, ON
L4L 1G2

St. Simon Stock Catholic Elementary School

Dufferin-Peel Catholic District School Board

CONTACT INFORMATION
Principal: Michael Tagliaferri
Phone: 905-785-7434
Email: michael.tagliaferri@dpcdsb.org
Website: http://www.dpcdsb.org/STOCK

Mailing Address:
St. Simon Stock Catholic Elementary School
6440 Lisgar Drive
Mississauga, ON
L5N 6X3

St. Teresa Catholic School

Toronto Catholic District School Board

CONTACT INFORMATION
Principal: John Neralich
Phone: 416-393-5266 or 416-393-5043
Email: john.neralich@tcdsb.org
Website: http://www.tcdsb.org
(access through board website)

Mailing Address:
St. Teresa Catholic School
110 Tenth Street
Etobicoke, ON
M8V 3G1

Tweedsmuir Public School

Near North District School Board

CONTACT INFORMATION
Principal: Barlow S. Patten
Phone: 705-472-9090
Email: greenl@nearnorthschools.ca
Website:
http://www-twe.nearnorthschools.ca/

Mailing Address:
Tweedsmuir Public School
176 Lakeshore Drive
North Bay, ON
P1A 2A8

V.P. Carswell Elementary School

Hastings and Prince Edward District School Board

CONTACT INFORMATION
Principal: Anne C. Whitfield
Phone: 613-392-8845
Email: awhitfield@hpedsb.on.ca
Website: http://www.hpedsb.on.ca
(access through board website)

Mailing Address:
V.P. Carswell Elementary School
4 Seneca Road
Trenton, ON
K8V 2E9

Valleyview School

Keewatin-Patricia District School Board

CONTACT INFORMATION
Principal: Mrs. Lynn McAughey
Phone: 807-548-4205
Email: lynn.mcaughey@kpdsb.on.ca
Website: http://www.kpdsb.on.ca
(access through board website)

Mailing Address:
Valleyview School
1529 Valley Drive
Kenora, ON
P9N 4K3

W.C. Little Elementary School

Simcoe County District School Board

CONTACT INFORMATION
Principal: Jane Hofmann
Phone: 705-725-7970
Email: jhofmann@scdsb.on.ca
Website: http://wcl.scdsb.on.ca

Mailing Address:
W.C. Little Elementary School
11 Bear Creek Drive
Barrie, ON
L4N 9M9

W.H. Day Elementary School

Simcoe County District School Board

CONTACT INFORMATION
Principal: Madeleine Temmer
Phone: 905-775-9691
Email: mtemmer@scdsb.on.ca
Website: http://whd.scdsb.on.ca

Mailing Address:
W.H. Day Elementary School
410 Maplegrove Avenue
Bradford, ON
L3Z 2K7

Walter Scott Public School

York Region District School Board

CONTACT INFORMATION
Principal: Laurie Wileman
Phone: 905-884-2693
Email: walter.scott.ps@yrdsb.edu.on.ca
Website: http://www.yrdsb.edu.on.ca
(access through board website)

Mailing Address:
Walter Schott Public School
500 Major Mackenzie Drive East
Richmond Hill, Ontario
L4C 1J2

2007

Adrienne Clarkson Elementary School

Ottawa-Carleton District School Board

CONTACT INFORMATION
Principal: Melanie Buchanan
Phone: 613-825-8600
Email: Melanie.buchanan@ocdsb.ca
Website: http://adrienneclarksones.ocdsb.ca

Mailing Address:
Adrienne Clarkson Elementary School
170 Stoneway Drive
Ottawa, ON
K2G 6R2

Arthur Ford Public School

Thames Valley District School Board

CONTACT INFORMATION
Principal: Jane Boate
Phone: 519-452-8020
Email: j.boate@tvdsb.on.ca
Website: http://www.tvdsb.on.ca/arthurford/index.html

Mailing Address:
Arthur Ford Public School
617 Viscount Road
London, ON
N6J 2V4

Beverly Central Public School

Hamilton-Wentworth District School Board

CONTACT INFORMATION
Principal: Mrs. Janis Blimkie
Phone: 905-628-9444
Email: beverly@hwdsb.on.ca
Website:
http://www.hwdsb.on.ca/beverlycentral

Mailing Address:
Beverly Central Public School
1346 4th Concession Road West
Troy, ON
L0R 2B0

Blessed Margherita di Città di Castello

Toronto Catholic District School Board

CONTACT INFORMATION
Principal: Maria Leitao
Phone: 416-393-5409
Email: maria.leitao@tcdsb.org
Website: http://www.tcdsb.org
(access through board website)

Mailing Address:
Blessed Margherita of Citta di Castello
108 Spenvalley Drive
Toronto, ON
M3L 1Z5

Centennial Public School

Halton District School Board

CONTACT INFORMATION
Principal: Paul VanderHelm
Phone: 905-877-6976
Email: vanderhelmp@hdsb.ca
Website: http://chatt.hdsb.ca/~cemps/web/

Mailing Address:
Centennial Public School
233 Delrex Boulevard
Georgetown, ON
L7G 4G1

Copper Cliff Public School

Rainbow District School Board

CONTACT INFORMATION
Principal: Dawn Chew
Phone: 705-682-4721
Email: chewd@rainbowschools.ca
Website: http://www.rainbowschools.ca/schools/coppercliffps

Mailing Address:
Copper Cliff Public School
50 School Street, Box 879
Copper Cliff, ON
P0M 1N0

Dorset Drive Public School

Peel District School Board

CONTACT INFORMATION
Principal: Angela Nardi-Addesa
Phone: 905-793-5210
Email: angela.nardiaddesa@peelsb.com
Website: http://www.peel.edu.on.ca
(access through board website)

Mailing Address:
Dorset Drive Public School
100 Dorset Drive
Brampton, ON
L6T 2Y9

École St. Vincent-Euphrasia Elementary School

Bluewater District School Board

CONTACT INFORMATION
Principal: Oscar Burnside
Phone: 519-538-1950
Email: oscar_burnside@bwdsb.on.ca
Website: http://www.bwdsb.on.ca
(access though board website)

Mailing Address:
École St. Vincent-Euphrasia Elementary School
555 St. Vincent Street
Meaford, ON
N4L 1C6

F.H. Huffman Public School

Rainy River District School Board

CONTACT INFORMATION
Principal: Mrs. Donna Kowalchuk
Phone: 807-274-6433
Email: dkowalchuk@mail.rrdsb.com
Website: http://huffman.rrdsb.com

Mailing Address:
F.H. Huffman Public School
850 Williams Avenue
Fort Frances, ON
P9A 2R5

Fitch St. Public School

District School Board of Niagara

CONTACT INFORMATION
Principal: Chris McInnis
Phone: 905-732-3683
Email: Chris.McInnis@dsbn.edu.on.ca

Mailing Address:
Fitch St. Public School
164 Fitch Street
Welland, ON
L3C 4V5

Greenwood Public School

Algoma District School Board

CONTACT INFORMATION
Principal: Brent Vallee
Phone: 705-945-7118
Email: valleeb@adsb.on.ca

Mailing Address:
Greenwood Public School
8 Fourth Line West
Sault Ste. Marie, ON
P6A 5K8

Highland Public School

Waterloo Region District School Board

CONTACT INFORMATION
Principal: Liz Arbuckle
Phone: 519-621-9981
Email: liz_arbuckle@wrdsb.on.ca
Website: http://www.wrdsb.on.ca
(access through board website)

Mailing Address:
Highland Public School
125 Salisbury Avenue
Cambridge, ON
N1S 1J8

Thunder Bay Catholic District School Board

CONTACT INFORMATION
Principal: Debbie Weiler
Phone: 807-767-4198
Email: dweiler@tbcdsb.on.ca
Website: http://www.tbcdsb.on.ca/holycross

Mailing Address:
Holy Cross School
420 Brittany Drive
Thunder Bay, ON
P7B 5X8

Hamilton-Wentworth District School Board

CONTACT INFORMATION
Principal: Kathryn Campbell
Phone: 905-573-9113
Email: kathryn.campbell@hwdsb.on.ca
Website: http://www.hwdsb.on.ca/janetlee

Mailing Address:
Janet Lee School
291 Winterberry Drive
Stoney Creek, ON
L8J 2N5

Peel District School Board

CONTACT INFORMATION
Principal: Barbara Gibb
Phone: 905-564-9879
Email: barbara.gibb@peelsb.com

Mailing Address:
Levi Creek Public School
1525 Samuelson Circle
Mississauga, ON
L5N 7Z1

Upper Grand District School Board

CONTACT INFORMATION
Principal: Linda Beale
Phone: 519-638-3095
Email: linda.beale@ugdsb.on.ca
Website: http://www.ugdsb.on.ca/maryborough/index.html

Mailing Address:
Maryborough Public School
73 McGivern Street
Moorefield, ON
N0G 2K0

York Region District School Board

CONTACT INFORMATION
Principal: Greg Haines
Phone: 905-773-5572
Email: greg.haines@yrdsb.edu.on.ca
Website:
http://www.oakridges.ps.yrdsb.edu.on.ca

Mailing Address:
Oak Ridges Public School
160 Coon's Road
Richmond Hill, ON
L4E 2P7

Halton District School Board

CONTACT INFORMATION
Principal: Brian Van Wyngaarden
Phone: 905-845-0412
Email: vanwyngaardenb@hdsb.ca
Website: http://chatt.hdsb.ca/~oakps/web/

Mailing Address:
Oakwood Public School
357 Bartos Drive
Oakville, ON
L6K 3E5

Niagara Catholic District School Board

CONTACT INFORMATION
Principal: Franco Marchese
Phone: 905-871-6518
Email: franco.marchese@ncdsb.com

Mailing Address:
Our Lady of Victory Catholic Elementary School
300 Central Avenue
Fort Erie, ON
L2A 3T3

Toronto District School Board

CONTACT INFORMATION
Principal: Serge Paravano
Phone: 416-395-3070
Email: serge.paravano@tdsb.on.ca
Website: http://www.tdsb.on.ca
(access through board website)

Mailing Address:
Pierre Laporte Middle School
1270 Wilson Avenue
Toronto, ON
M3M 1H5

Dufferin-Peel Catholic District School Board

CONTACT INFORMATION
Principal: David Amaral
Phone: 905-857-4241
Email: david.amaral@dpcdsb.org
Website: http://www.dpcdsb.org/PPJP2

Mailing Address:
Pope John Paul II School
9094 Bolton Heights Road
Bolton, ON
L7E 4E2

York Region District School Board

CONTACT INFORMATION
Principal: Betty Ohl
Phone: 905-479-2003
Email: betty.ohl@yrdsb.edu.on.ca

Mailing Address:
Randall Public School
50 Randall Avenue
Markham, ON
L3S 1E2

Huron-Superior Catholic District School Board

CONTACT INFORMATION
Principal: Syndy Withers
Phone: 705-869-4070
Email: shespanola@hscdsb.on.ca
Website: http://www.hscdsb.on.ca
(access through board website)

Mailing Address:
Sacred Heart Catholic School
273 Mead Boulevard
Espanola, ON
P5E 1B3

Halton Catholic District School Board

CONTACT INFORMATION
Principal: Tony Ceelen
Phone: 905-257-7102
Email: CeelenA@hcdsb.org
Website: http://www.haltonrc.edu.on.ca
(access through board website)

Mailing Address:
St. Andrew Catholic Elementary School
145 Millbank Drive
Oakville, ON
L6H 6G3

St. Helen Catholic School

Toronto Catholic District School Board

CONTACT INFORMATION
Principal: Vito Malfara
Phone: 416-393-5208
Email: vito.malfara@tcdsb.org
Website: http://www.tcdsb.org
(access through board website)

Mailing Address:
St. Helen Catholic School
1196 College Street
Toronto, ON
M6H 1B8

St. Joachim Catholic School

Dufferin-Peel Catholic District School Board

CONTACT INFORMATION
Principal: Ursula Fromm
Phone: 905-453-4472
Email: ursula.fromm@dpcdsb.org
Website: http://www.dpcdsb.org/joach

Mailing Address:
St. Joachim Catholic School
435 Rutherford Road North
Brampton, ON
L6V 3V9

St. John Elementary School

Catholic District School Board of Eastern Ontario

CONTACT INFORMATION
Principal: Theresa Lalonde Pankow
Phone: 613-267-2865
Email: Theresa.LalondePankow@cdsbeo.on.ca
Website: http://www.sjels.ca

Mailing Address:
St. John Elementary School
34 Wilson Street East
Perth ON
K7H 1L6

St. Mark School

Halton Catholic District School Board

CONTACT INFORMATION
Principal: John Susi
Phone: 905-336-3911
Email: susij@hcdsb.org
Website: http://schools.hcdsb.org/mark/default.aspx

Mailing Address:
St. Mark School
2145 Upper Middle Road
Burlington, ON
L7P 4G1

St. Matthew School

Dufferin-Peel Catholic District School Board

CONTACT INFORMATION
Principal: Paula C. Prajza
Phone: 905-890-6898
Email: paula.prajza@dpcdsb.org
Website: http://www.dpcdsb.org
(access through board website)

Mailing Address:
St. Matthew School
280 Kingsbridge Garden Circle
Mississauga, ON
L5R 1L3

St. Michael Catholic School

St. Clair Catholic District School Board

CONTACT INFORMATION
Principal: Nicole Stevens
Phone: 519-674-3475
Email: nicole.stevens@st-clair.net
Website: http://www.st-clair.net
(access through board website)

Mailing Address:
St. Michael Catholic School
25 Maple Street South
Ridgetown, ON
N0P 2C0

St. Nicholas Catholic School

Waterloo Catholic District School Board

CONTACT INFORMATION
Principal: Susan Dickert
Phone: 519-884-9198
Email: susan.dickert@wcdsb.ca
Website: http://stnicholas.wcdsb.ca

Mailing Address:
St. Nicholas Catholic School
525 Laurelwood Drive
Waterloo, ON
N2V 2N1

St. Paul's Elementary School

Peterborough Victoria Northumberland and Clarington Catholic District School Board

CONTACT INFORMATION
Principal: Tim Ball
Phone: 705-742-2991
Email: tball@pvnccdsb.on.ca

Mailing Address:
St. Paul's Elementary School
1101 Hilliard Street
Peterborough, ON
K9H 5S3

St. Theresa Catholic School

Brant Haldimand Norfolk Catholic District School Board

CONTACT INFORMATION
Principal: Debbie Fullerton
Phone: 519-753-8953
Email: dfullerton@bhncdsb.edu.on.ca
Website: http://www.bhncdsb.ca/index - under the school website heading select St. Theresa

Mailing Address:
St. Theresa Catholic School
12 Dalewood Avenue
Brantford, ON
N3T 5L7

St. Thomas More Catholic School

Algonquin and Lakeshore Catholic District School Board

CONTACT INFORMATION
Principal: Maureen Sargeant
Phone: 613-542-1575
Email: flhpsttm@alcdsb.on.ca
Website: http://www.alcdsb.on.ca/~sttm

Mailing Address:
St. Thomas More Catholic School
234 Norman Rogers Drive
Kingston, ON
K7M 2R4

Sunderland Public School

Durham District School Board

CONTACT INFORMATION
Principal: Rick DeJong
Phone: 705-357-3975 or 705-357-3553
Email: sunderland_ps@durham.edu.on.ca
Website: http://programs.durham.edu.on.ca/schools/sunderland/

Mailing Address:
Sunderland Public School
Box 9, 41 Albert Street
Sunderland, ON
L0C 1H0

Victoria Park Elementary School

Toronto District School Board

CONTACT INFORMATION
Principal: Gail Croll
Phone: 416-396-2475
Email: gail.croll@tdsb.on.ca
Website: http://www.tdsb.on.ca
(access through board website)

Mailing Address:
Victoria Park Elementary School
145 Tiago Avenue
Toronto, ON
M4B 2A6

2006

Arthur Public School

Upper Grand District School Board

CONTACT INFORMATION
Principal: Rhonda Gingrich
Phone: 519-848-3793
Email: rhonda.gingrich@ugdsb.on.ca
Website: http://www.ugdsb.on.ca
(access through board website)

Mailing Address:
Arthur Public School
155 Conestoga Street North
Arthur, ON
N0G 1A0

Cardinal Newman Catholic School

Dufferin-Peel Catholic District School Board

CONTACT INFORMATION
Principal: Lori Alfred
Phone: 905-792-2268
Email: lori.alfred@dpcdsb.org
Website: http://www.dpcdsb.org/CNEWM

Mailing Address:
Cardinal Newman Catholic School
698 Balmoral Drive
Brampton, ON
L6T 1X1

Don Mills Middle School

Toronto District School Board

CONTACT INFORMATION
Principal: Doug Loosemore
Phone: 416-395-2320
Email: doug.loosemore@tdsb.on.ca
Website: http://www.tdsb.on.ca
(access through board website)

Mailing Address:
Don Mills Middle School
17 The Donway East
Toronto, ON
M3C 1X6

Georges Vanier Catholic School

Ottawa Catholic School Board

CONTACT INFORMATION
Principal: Marcia Lynch
Phone: 613-592-4371
Email: marcia.lynch@ottawacatholicschools.ca
Website: http://www.occdsb.on.ca
(access through board website)

Mailing Address:
Georges Vanier Catholic School
40 Varley Drive
Kanata, ON
K2K 1G5

Grey Owl Junior Public School

Toronto District School Board

CONTACT INFORMATION
Principal: Liz Holder
Phone: 416-396-6290
Email: Liz.Holder@tdsb.on.ca

Mailing Address:
Grey Owl Junior Public School
150 Wickson Trail
Toronto, ON
M1B 1M4

H.J. Alexander Community School

Toronto District School Board

CONTACT INFORMATION
Principal: Anthony Ricchetti
Phone: 416-394-2359
Email: tony.ricchetti@tdsb.on.ca

Mailing Address:
H.J. Alexander Community School
30 King Street
Weston, ON
M9N 1K9

Holy Cross Catholic School

Catholic District School Board of Eastern Ontario

CONTACT INFORMATION
Principal: Donna Koekkoek
Phone: 613-258-7457
Email: Donna.Koekkoek@cdsbeo.on.ca
Website: http://holycrossschool.kemptville.com

Mailing Address:
Holy Cross Catholic School
Box 250, 521 Clothier Street West
Kemptville, ON
K0G 1J0

Holy Family School

Simcoe Muskoka Catholic District School Board

CONTACT INFORMATION
Principal: Debra Cinelli
Phone: 705-435-3989
Email: dcinelli@smcdsb.on.ca
Website: http://currwww.smcdsb.on.ca/HFA/

Mailing Address:
Holy Family School
180 King Street South
Alliston, ON
L9R 1B9

John Ross Robertson Public School

Toronto District School Board

CONTACT INFORMATION
Principal: Lyn Gaetz
Phone: 416-393-9400
Email: lyn.gaetz@tdsb.on.ca
Website: http://www.tdsb.on.ca/SchoolWeb/_site/viewitem.asp?siteid=10064&pageid=7629&menuid=8715

Mailing Address:
John Ross Robertson Public School
130 Glengrove Avenue West
Toronto, ON
M4R 1P2

Lakewood Public School

Keewatin-Patricia District School Board

CONTACT INFORMATION
Principal: Joan Kantola
Phone: 807-468-3131
Email: joan.kantola@kpdsb.on.ca
Website: http://www.kpdsb.on.ca
(access through board website)

Mailing Address:
Lakewood Public School
240 Veterans Drive
Kenora, ON
P9N 3Y5

Lancaster Public School

Peel District School Board

CONTACT INFORMATION
Principal: Marlyne King
Phone: 905-677-5844
Email: marlyne.king@peelsb.com
Website: http://lancasterjr.peelschools.org

Mailing Address:
Lancaster Public School
7425 Netherwood Road
Mississauga, ON
L4T 2N7

Maple Creek Public School

York Region District School Board

CONTACT INFORMATION
Principal: Sheila MacRae
Phone: 905-417-9177
Email: Maple.creek.ps@yrdsb.edu.on.ca
Website:
http://www.maplecreek.ps.yrdsb.edu.on.ca

Mailing Address:
Maple Creek Public School
210 Hawker Road
Maple, ON
L6A 2J8

Mountsfield Public School

Thames Valley District School Board

CONTACT INFORMATION
Principal: Janice Beckett
Phone: 519-452-8400
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Parkland Public School

Algoma District School Board

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Port Elgin Saugeen Central School

Bluewater District School Board

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Queen Elizabeth Public School

Greater Essex County District School Board

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Sherwood Mills Public School

Peel District School Board

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St. James Catholic Elementary School

Huron-Perth Catholic District School Board

CONTACT INFORMATION
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St. Martin of Tours Catholic Elementary School

Hamilton-Wentworth Catholic District School Board

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William Berczy Public School

York Region District School Board

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Répertoire des écoles en action

Écoles de langue française

2009

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2008

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École élémentaire catholique Frère-André
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2007

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2006

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Conseil scolaire de district catholique de l'Est ontarien

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École Sainte-Marguerite-D'Youville

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